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CAREER & TECHNOLOGY STUDIES

CAREER TRANSITIONS

GUIDE TO STANDARDS AND IMPLEMENTATION

INTERIM 1994
(SEPTEMBER 1994 – SEPTEMBER 1997)
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Alberta
EDUCATION

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Program/Level: Career and Technology Studies/Secondary

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Every effort has been made to acknowledge original sources and comply with copyright regulations. Please notify Alberta Education if there are cases where this has not been done. Shaded areas within this document have been approved for optional implementation. Assessment conditions and criteria are in draft form and will be validated 1994-97.

SUMMARY OF CHANGES

This June 1996 version of the *Guide to Standards and Implementation* differs from the June 1995 version as follows:

Section A	No change
Section B	Updated Scope & Sequence
Section C	Minor edits to Planning for Instruction
Sections D, E, F	All conditions and criteria have been revised to include references to assessment tools and standards <i>with some modifications to specific learner expectations</i>
Section G	Assessment tools have been revised and expanded
Section H	Information on linkages and transitions have been updated and reorganized
Section I	Resource lists have been updated to include new resource approvals
Section J	Sample student learner guides have minor revisions, particularly to "HOW will your mark be determined?" and "WHICH resources may you use?"
Section K	Acknowledgments are not included in this version

In May 1997, the Guides to Standards and Implementation will be revised again in preparation for provincial implementation in September 1997.

Questions or comments about this Guide to Standards and Implementation are welcome and should be directed to:

Career and Technology Studies Unit, Curriculum Standards Branch, Alberta Education,
Devonian Building West, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2.
Telephone: (403) 422-4872, Fax: (403) 422-0576

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CAREER AND TECHNOLOGY STUDIES

PROGRAM PHILOSOPHY/RATIONALE

Through Career and Technology Studies (CTS), secondary education in Alberta is responding to the many challenges of modern society, helping young people develop daily living skills, and nurturing a flexible, well-qualified work force.

In Canada's information society, characterized by rapid change in the social and economic environment, students must be confident in their ability to respond to change and successfully meet the challenges they face in their own personal and work lives. In particular, they must make decisions about what they will do when they finish high school. Many students will enter the work force, others will continue their education. All students face the challenges of growing independence and responsibility, and of entering the highly competitive workplace and/or post-secondary programs.

Secondary schools also face challenges. They must deliver, on a consistent basis, high quality, cost-effective programs that students, parents and community find credible and relevant.

CTS helps schools and students meet these challenges. Schools can respond more efficiently and effectively to student and community needs and expectations by using the opportunities in the CTS curriculum to design courses and access school, community and distance learning resources. Students can develop the confidence they need as they move into adult roles by assuming increased

responsibility for their learning; cultivating their individual talents, interests and abilities; and defining and acting on their goals.

As an important component of basic education in Alberta secondary schools, CTS promotes students' achievement by setting clear expectations and recognizing students' success. Students in CTS develop competencies—that is, the knowledge, skills and attitudes students must demonstrate, or what they know and can do.

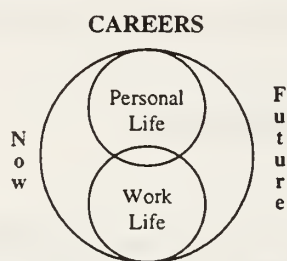
These competencies can be applied now and in the future as students make a smooth transition into adult roles in the family, community, workplace and/or further education. To help ensure this transition for students, clearly stated expectations and standards have been defined with the assistance of teachers, business and industry representatives and post-secondary educators.

CTS offers *all* students important learning opportunities. Regardless of the particular area of study chosen, students in CTS will:

- develop skills that they can apply in their daily lives now and in the future
- refine career-planning skills
- develop technology-related skills
- enhance employability skills
- apply and reinforce learnings developed in other subject areas.

In CTS, students build skills they can apply in their everyday lives. For example, in the CTS program, particularly at the introductory levels, students have the opportunity to improve their ability to make sound consumer decisions, and to appreciate environmental and safety precautions.

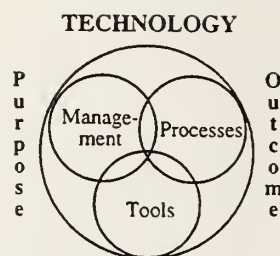
A career encompasses more than activities related to a person's job or occupation; it involves one's personal life in both local and global contexts; e.g., as a family member, a friend, a community volunteer, a citizen.



The integration of careers throughout the CTS program helps students make effective career decisions and target their efforts. Students in CTS will have the opportunity to expand their knowledge about careers, occupations and job opportunities and the education and/or training requirements involved. As well, they will recognize the need for lifelong learning.

Students in CTS will have the opportunity to use and apply technology and systems effectively and efficiently, which involves:

- a decision regarding which processes and procedures best suit the task at hand
- the appropriate selection and skilled use of the tools or resources that are available
- an assessment of and management of the impact the use of the technology may have on themselves, on others and on the environment.



Integrated throughout CTS are employability skills, those basic competencies that help students develop their personal management and social skills. Personal management skills are improved as students take increased responsibility for their learning, design innovative solutions to problems or challenges, and manage resources effectively and efficiently. Students' social skills improve through learning experiences that require them to work effectively with others, demonstrate teamwork and leadership, and maintain high standards in safety and accountability.

Further enhancing the employability skills, CTS reinforces and enhances learnings developed in core and other complementary courses. The curriculum emphasizes, as appropriate, the effective application of communication and numeracy skills.

Finally, in addition to the common outcomes described above, those students who focus on a particular area of study will develop career-specific competencies that support entry into the workplace and/or related post-secondary programs. Career-specific competencies can involve understanding and applying appropriate terminology, processes and technologies related to a specific career, occupation or job.

GENERAL LEARNER EXPECTATIONS

General learner expectations describe the basic competencies that are integrated throughout the CTS program.

Within an applied context that is relevant to personal goals, aptitudes and abilities, the student in Career and Technology Studies will:

- demonstrate the basic knowledge, skills and attitudes necessary for achievement and fulfillment in personal life
- develop an action plan that relates personal interests, abilities and aptitudes to career opportunities and requirements
- use technology effectively, linking and applying available tools, management and processes to produce a desired outcome
- develop personal management skills by:
 - linking theory and practice, using resources, tools, technology and processes responsibly and efficiently (managing learning)
 - applying effective and innovative decision-making and problem-solving strategies in the design, production, marketing and consumption of goods and services (being innovative)
 - selecting relevant, goal-related activities, ranking them in order of importance, allocating necessary time, and preparing and following schedules (managing resources)
- improve social interaction skills by:
 - demonstrating flexibility and cooperative work and communication behaviors (working with others)
 - participating as a team member by working cooperatively with others and contributing to the group with ideas, suggestions and effort (teamwork and leadership)
 - demonstrating high standards of diligence, attendance and punctuality, following safe procedures consistently, and recognizing and eliminating potential hazards (demonstrating responsibility)
- demonstrate appropriate verbal, written, composition, summarization and presentation skills
- use basic computation and measurement principles accurately and efficiently.

PROGRAM ORGANIZATION

CURRICULUM STRUCTURE

Career and Technology Studies is organized into *strands* and *modules*.

Strands in CTS define competencies that help students:

- build daily living skills
- investigate career options
- use technology (managing, processes, tools) effectively and efficiently
- prepare for entry into the workplace and/or related post-secondary programs.

In general, strands relate to selected industry sectors that offer positive occupational opportunities for students. Some occupational opportunities require further education after high school, and some allow direct entry into the workplace. The industry sectors encompass both goods-producing industries, such as agriculture, manufacturing and construction, and service-producing industries, such as business services, health services, and finance and insurance services.

Modules are the building blocks for each strand. They define what a student is expected to know and be able to do (exit-level *competencies*). Modules also specify prerequisites and facility and instructional parameters, where necessary.

The competencies a student must demonstrate to achieve success in a module are defined through the *module learner expectations*. Senior high school students who can demonstrate the module learner expectations (i.e., have the designated competencies) will qualify for one credit towards their high school diploma.

Module learner expectations are a culmination of the *specific learner expectations*, which provide a more detailed framework for instruction. They define the scope and depth of knowledge, skills and attitudes the student should acquire.

The following chart shows the 22 strands that comprise the CTS program and the number of modules available in each strand.

Strand	No. of Modules
1. Agriculture	31
2. Career Transitions	23
3. Communication Technology	32
4. Community Health	31
5. Construction Technologies	46
6. Cosmetology	58
7. Design Studies	31
8. Electro-Technologies	37
9. Energy and Mines	27
10. Enterprise and Innovation	8
11. Fabrication Studies	41
12. Fashion Studies	29
13. Financial Management	15
14. Foods	37
15. Forestry	21
16. Information Processing	43
17. Legal Studies	13
18. Logistics	12
19. Management and Marketing	21
20. Mechanics	53
21. Tourism Studies	24
22. Wildlife	17

Note: As of September 1996, all 22 strands are available for optional implementation in Alberta junior and high schools. Provincial implementation of all strands is scheduled for September 1997.

LEVELS OF ACHIEVEMENT

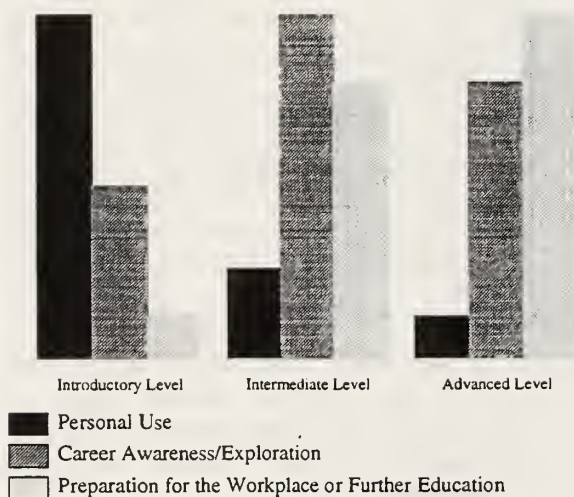
Modules are organized into three levels of achievement: introductory, intermediate and advanced. As students progress through the levels, they will be expected to meet higher standards and demonstrate increased degree of competence, both in the general learner expectations and the module learner expectations.

Introductory level modules help students build daily living skills and form the basis for further learning. Introductory modules are developed for students who have no previous experience in the strand.

Intermediate level modules build on the competencies developed at the introductory level. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Advanced level modules demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

The following illustrates the relative emphasis on the aspects of career planning at each of the levels.

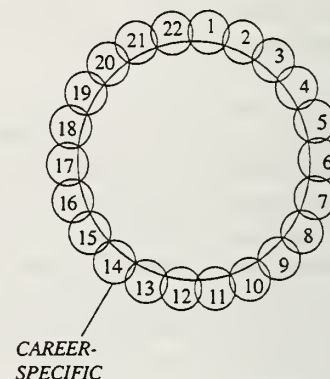


TYPES OF COMPETENCE

Two types of competence are defined within the CTS program: basic and career-specific.

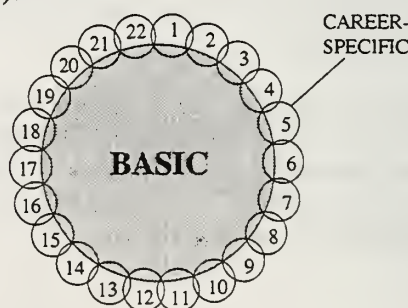
Basic Competencies are generic to any career area and are developed within each module. Basic competencies include:

- personal management; e.g., managing learning, being innovative, ethics, managing resources
- social; e.g., communication, teamwork, leadership and service, and demonstrating responsibility (safety and accountability).



Career-specific Competencies relate to a particular strand. These competencies build daily living skills at the introductory levels and support the smooth transition to the workplace and/or post-secondary programs at the intermediate and advanced levels.

The following model shows the relationship of these two types of competencies within the 22 strands of CTS (numbers refer to the chart on page A.5):



CURRICULUM AND ASSESSMENT STANDARDS

CURRICULUM STANDARDS

Curriculum standards in CTS define what students must know and be able to do. Curriculum standards are expressed through general learner expectations for CTS, and through module and specific learner expectations for each strand.

ASSESSMENT STANDARDS

Assessment standards define how the student's performance will be judged. In CTS, each assessment standard defines the conditions and criteria to be used for assessing the competencies defined in each module learner expectation. Students must fully meet each assessment standard, including all of the criteria and conditions defined for the module. Assessment standards are in draft form, as are tools and weightings, and will be validated 1994–97.

Teachers throughout the province will be able to ensure students receive a fair and reliable assessment. Students will use the assessment standards to guide their efforts, ensuring they participate more effectively and successfully in the learning and assessment process. Standards at advanced levels are as much as possible linked to workplace and post-secondary entry-level requirements.

The following pages describe the Career Transitions strand in the Career and Technology Studies program.

CAREER TRANSITIONS

STRAND RATIONALE

The Career Transitions strand focuses on helping students to see the relevance of schooling and to make a smooth transition from secondary school to the world of work or to further training and/or education. Key themes include Career Readiness, Career Extensions, Leadership and Job Safety Skills.

Career Transitions has the potential to create some of the more meaningful educational experiences for today's high school students. It encourages integration across curricular areas and partnerships in which students, schools, businesses and the community can work together toward common goals.

Each Career Transitions module encourages the development of independent thinking skills and decision making. As well, they encourage the abilities and flexibility required to adapt to new situations, including the pursuit of career advancement opportunities and changes in career paths. Career Transitions also helps students recognize the relevance, transferability and applicability of competencies they have developed in other courses and through hobbies, interests or work.

Students participating in Career Transitions are encouraged to set realistic career goals and to increase their motivation to succeed in courses that are related to their career goals. Career

Transitions helps students determine what employers and others expect of prospective employees, and encourages students to actively work to meet their own and others' expectations. Contact with role models in the work setting can provide accurate information about the training and pre-training requirements of occupations and the availability and use of up-to-date technology.

Within the philosophy of CTS, students in Career Transitions *will*:

- analyze the job market and societal trends and relate them to personal career plans
- explore selected occupations in depth
- demonstrate successful job search, acquisition and maintenance skills
- understand the concept of job termination
- develop acceptable work habits and positive attitudes toward work
- identify and discuss the expectations, rights and responsibilities of employers and employees
- recognize and develop a positive attitude toward safety and safe workplace practices

- identify and understand legislation and regulations that govern employers and employees
- understand the relationships between the individual worker, the employer, organized labour and the government
- recognize and develop leadership skills
- apply leadership theory and skills in a variety of contexts
- explore the relationship between education, training and career advancement
- develop and demonstrate project management behaviours
- make a smooth transition between schooling and the world of work
- attain externally recognized credentials, where available.

STRAND ORGANIZATION

THEMES

The modules within this strand are identified in the following themes:

- Career Readiness
- Career Extensions
- Leadership
- Safety
- Career Credentials.

The modules within each theme provide students with the flexibility to refine and enhance the competencies they are developing in one or more of the career-specific strands.

Career Readiness

Modules within the Career Readiness theme focus on career planning and career development.

Career planning helps students identify and understand their values, interests, skills and aspirations. Researching career paths and occupations allows students to make informed choices as a part of their career-planning process. Job search and acquisition skills are developed and students discover that understanding employer expectations, writing targeted résumés and developing interview skills have lifelong value. In addition, students recognize and develop skills that allow them to advance within selected career paths.

Career development helps students to develop the knowledge, skills and positive attitudes that will help to enhance their marketability in the community and the workplace.

Career Extensions

Within the Career Extensions theme are project modules that students may use to develop project design and project management skills, and to expand and enhance learning of components of other CTS strands.

Project modules are *not* designed to be offered as distinct courses and should *not* be used to extend Work Experience 15, 25 and 35 courses.

Leadership

The Leadership theme introduces students to the principles and practices of leadership. Students may select modules that focus on personal, group and organizational leadership and/or leadership competencies relating to student governance and school–community governance.

Safety

Safety modules provide students with the opportunity to develop a better understanding of safety and competencies relating to personal safety management, workplace safety practices and safety management systems.

Students successfully completing modules within the Safety theme may attain a credential recognized by the Workers' Compensation Board and Alberta Labour: Occupational Health and Safety.

Career Credentials

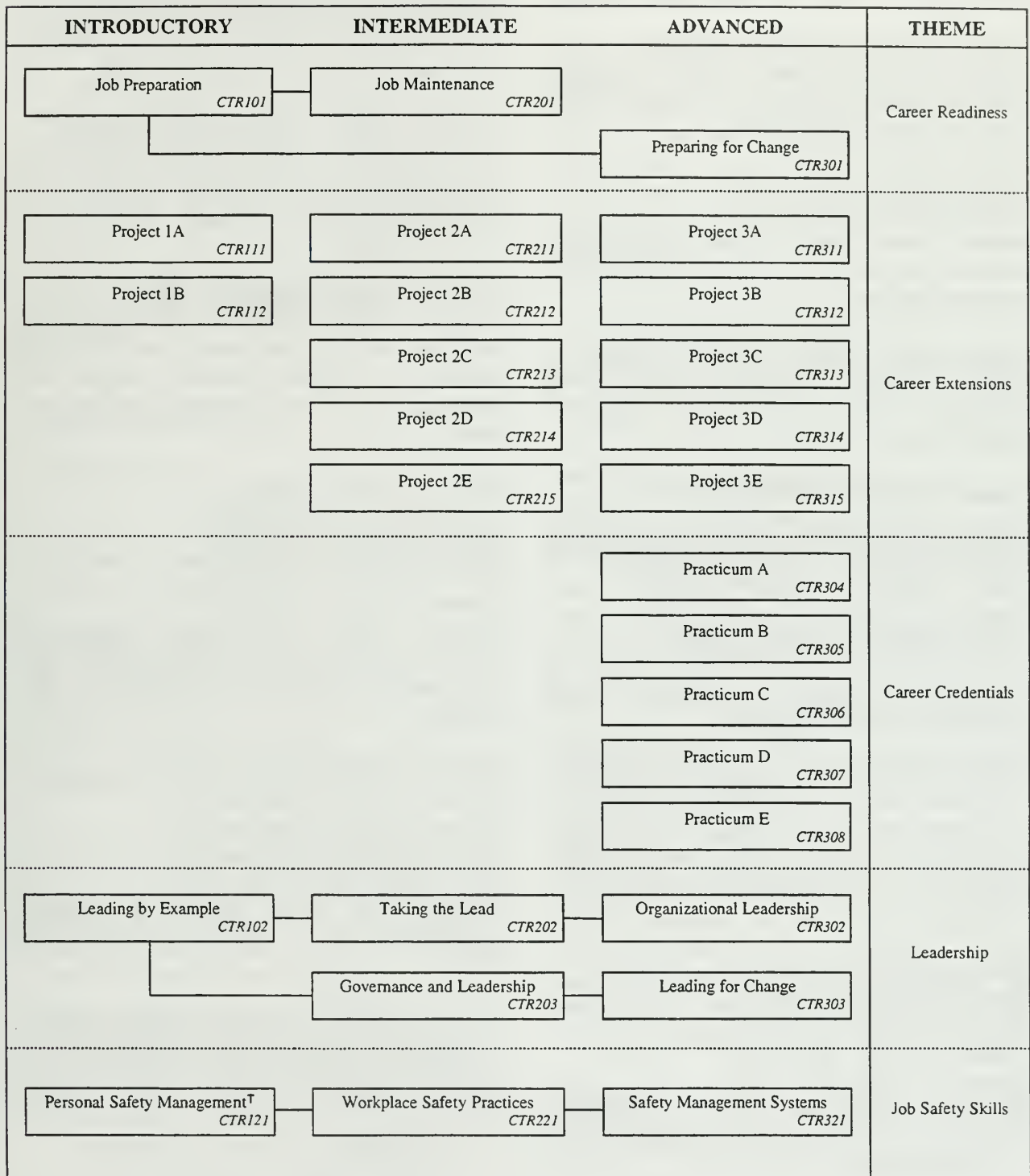
The five practicum modules that comprise the Career Credentials theme, provide students with the opportunity to obtain Career Transitions strand credits while working toward attaining an externally developed and recognized credential relating to a CTS strand. Credentials students can attain and their sponsoring organization are listed in Section H.

These practicum modules cannot be used to obtain an apprenticeship-related credential by students enrolled in Registered Apprenticeship Program courses.

(Interim Status, 1994)

SCOPE AND SEQUENCE

CAREER TRANSITIONS



— Prerequisite - - - Recommended sequence

† This module is also offered in Community Health.

MODULE DESCRIPTIONS

Module CTR101: Job Preparation

Students develop successful employment search skills and a personal employment search portfolio.

Module CTR102: Leading by Example

Students develop awareness of the principles and practices of leadership and develop, implement and assess a personal leadership plan.

Module CTR111: Project 1A

Module CTR112: Project 1B

Students extend and enhance competencies developed in CTS strands within contexts that are personally relevant.

Module CTR121: Personal Safety Management

Students develop practical safety-related knowledge, skills and attitudes including certification in emergency first aid.

Module CTR201: Job Maintenance

Students acquire knowledge about workplace requirements, rights and responsibilities and relate this knowledge to personal expectations.

Module CTR202: Taking the Lead

Students compare basic theories and styles of leadership and demonstrate leadership in a school, workplace or community context.

Module CTR203: Governance and Leadership

This module introduces students to governance, its place within the administrative structure of a school or community and the roles, responsibilities, practices and procedures of participating in leadership.

Module CTR211: Project 2A

Module CTR212: Project 2B

Module CTR213: Project 2C

Module CTR214: Project 2D

Module CTR215: Project 2E

Students extend and enhance competencies developed in CTS strands within contexts that are personally relevant.

Module CTR221: Workplace Safety Practices

Students explore workplace safety principles and practices and apply them in a variety of contexts.

Module CTR301: Preparing for Change

Students develop knowledge and skills relating to the changing labour market and relate these in analyzing and refining personal career plans.

Module CTR302: Organizational Leadership

Students develop an understanding of the concept of organization and demonstrate leadership by establishing an organization and leading it to achieve a stated goal.

Module CTR303: Leading for Change

Students investigate change and decision making processes used in the school and/or in the community. Students construct, propose and initiate the use of a project-planning model to affect change.

Module CTR311: Project 3A

Module CTR312: Project 3B

Module CTR313: Project 3C

Module CTR314: Project 3D

Module CTR315: Project 3E

Students extend and enhance competencies developed in the Career Transitions strand or other CTS strands within contexts that are personally relevant.

Module CTR304: Practicum A

Module CTR305: Practicum B

Module CTR306: Practicum C

Module CTR307: Practicum D

Module CTR308: Practicum E

Students work toward attaining a recognized credential offered by an agency external to the school.

Module CTR321: Safety Management Systems

Students conduct an in-depth investigation of safety management systems and demonstrate the ability to design a safety program for a selected business/industry.

SECTION C: PLANNING FOR INSTRUCTION

CTS provides increased opportunity for junior and senior high schools to design courses based on the needs and interests of their students and the circumstances within the school and community. Some strands may be appropriately introduced at the junior high school level. Other strands are more appropriately introduced at the senior high school level or to Grade 9 students. Refer to this section for recommendations regarding the Career Transitions strand, or the *CTS Manual for Administrators, Counsellors and Teachers* for a summary of the recommended grade levels for each strand.

PLANNING FOR CTS

Defining Courses

Schools determine which strands and modules will be offered in a particular school, and will combine modules into courses.

Each module was designed for approximately 17 hours of instruction. However, this time frame is only a guideline to facilitate planning. The CTS curricula are competency based, and the student may take more or less time to gain the designated competencies within each module.

A course will usually consist of modules primarily from the same strand but, where appropriate, may include modules from two or more strands. Refer to the *CTS Manual for Administrators, Counsellors and Teachers* for more information on course names and course codes.

Before selecting modules, teachers should check the module parameters outlined in each module (see Sections D, E and F of the Guide). These module parameters describe:

- prerequisite or corequisite modules,
- facility and equipment requirements, if required, and
- instructional qualifications, if required.

Degree of Flexibility

The CTS program, while designed using the modular structure to facilitate flexible time-tabling and instructional delivery, does not mandate the degree of flexibility a school or teacher will offer. The teacher and school will determine the degree of flexibility available to the student. Within the instructional plan established by the school, the student may:

- be given the opportunity to progress at a rate that is personally challenging
- have increased opportunity to select modules that develop competencies he or she finds most relevant.

Integrating Basic Competencies

Basic competencies are integrated throughout the CTS program and within each module. Selected basic competencies will be emphasized within a module, depending on the nature of the career-specific competencies defined for the module.

Refer to Section G (Assessment Tools) of this Guide for the description of student behaviours expected at each of the four developmental stages defined for the basic competencies.

Assessment of basic competencies could include input and reflection involving the student, teacher(s), peers and others. Description of the observed behaviour could be provided through a competency profile for the module. Positive, ongoing interaction between the student and teacher will support motivation for student growth and improvement.

Assessment of student achievement on the basic competencies is integrated throughout the other module learner expectations.

Assessing Student Achievement

Assessing the student's competency is a process of gathering information by way of observations of process, product and student interaction.

A suggested emphasis for each module learner expectation has also been established. The suggested emphasis provides a guideline to help teachers determine time allocation and/or a percentage grade for students.

Unless otherwise provided as part of an authorized resource, specific assessment tools should be developed by the student in consultation with the teacher. Some sample assessment tools are included in Section G (Assessment Tools) of the Guide to Standards and Implementation available for each strand. Some guidelines for assessing student achievement in each theme are described below.

Career Readiness Module Assessment

Each of the three Career Readiness modules should assess the following components:

1. In-class component. The knowledge, skills and attitudes appropriate to preparing for the exploration of job and career opportunities.
2. Workplace component. The student's ability to appropriately apply competencies demonstrated in the in-class component.

The following chart provides a guideline for determining a grade for student achievement:

Proposed % Emphasis for Grading Purposes	Components	
	In-class Component	Workplace Component
Introductory Level	40–60	60–40
Intermediate Level	30–50	50–70
Advanced Level	20–30	70–80

Career Extension Module Assessment

Each module should assess the following components:

1. Specific competencies defined within the project.
2. Project management competencies.

The following chart outlines the increasing level of expectation for student performance as they access the CTS project modules.

Phases	Intro. Level	Interm. Level	Adv. Level
Project Definition			
• Proposing	xxx	xxxx	xxxxx
• Planning	xx	xxx	xxxxx
Project Management			
• Implementing	x	xx	xxx
• Monitoring	xx	xxx	xxxx
Project Completion			
• Presenting	xx	xxx	xxxx
• Assessing	xx	xxx	xxxx

The following chart provides a guideline for determining a grade for student achievement.

Proposed % Emphasis for Grading Purposes	Elements of a Career Extension	
	Competencies Defined with the Project	Competencies in Project Management
Introductory Level	70–80	20–30
Intermediate Level	60–70	30–40
Advanced Level	50–60	40–50

Career Credentials: Practicum Module Assessment

Each module may be assessed in a combination of the following:

1. Teacher assessment of the student's attainment of Module and Specific Learner Expectations.

2. External trainer's/credentialed's assessment of the student's competencies, i.e., did the student earn the credential.

A student may be assessed by the teachers as completing a practicum module successfully; however, the student may not, in the trainer's assessment, have met the requirements to be awarded the credential.

Leadership and Job Safety Skills Module Assessment

Assessing the student's competency is a process of gathering information by way of observations of process, product, student interaction and student leadership.

Where appropriate, assessment tools have been defined to assist the teacher and student in the assessment. Section G (Assessment Tools) of this guide will include copies of the various tools (worksheets, checklists, sample questions, etc.).

The relative weighting, or emphasis, for each assessment standard has also been established. The weighting is a guideline to help teachers determine a percentage grade for students.

Recognizing Student Achievement

At the high school level, successful demonstration of the exit-level competencies in a module qualifies the student for one credit. Refer to Section A of this Guide for more detailed information about how curriculum and assessment standards are defined in CTS. Refer to the *CTS Manual for Administrators, Counsellors and Teachers* for more information on how student achievement can be recognized and reported at the school and provincial levels.

Resources

A comprehensive resource base, including print, software and audio-visual, has been identified to support the Career Transitions strand. It is intended that these resources will form the basis of a resource centre, encouraging teachers and students to access a wide selection of resources

and other information sources throughout the learning process. Unless otherwise noted, these resources are considered to be suitable for both junior and senior high school students.

Authorized resources may be obtained from the Learning Resources Distributing Centre or directly from the publisher or distributor. Refer to Section I (Learning Resource Guides) of this Guide for the complete resource list including curriculum correlations and resource annotations. Additional sources refer to non-commercial or government agencies that offer resources that may be of assistance in this strand.

PLANNING FOR CAREER TRANSITIONS

The following suggestions are provided to assist teachers and school and school system administrators as they plan to deliver modules from the Career Transitions strand.

Selecting Modules

The scope and sequence chart in Section B provides an overview of the Career Transitions modules, indicating prerequisites and theme areas. Brief descriptions of the modules follow the scope and sequence chart in Section B.

CTS modules within each theme provide opportunities for students to refine and enhance the competencies they are developing in one or more of the career-specific CTS strands through a specific application or project. These modules enable students to apply their learnings in a variety of contexts, allowing them to improve their level of competence through practice and application. Modules in this strand may be taken in isolation from other CTS strands, or in combination with modules in any strand. Suggestions about how these modules could be used to complement and enhance the competencies developed within a specific strand are outlined in the Guide to Standards and Implementation for each strand.

At the teacher's discretion, selected Career Transitions modules may be offered to junior high school students.

At the senior high level, the Career Transitions modules shown in the Career Transitions scope and sequence chart may be offered by schools as a 3-credit course, or they may be grouped together with modules from other strands as 3-, 4-, 5-, or 6-credit courses.

Identifying Linkages

Section H of this Guide describes linkages within CTS and with other programs.

Note that project modules from the Career Transitions strand may be combined with modules from other strands to provide increased opportunity for students to develop expertise and refine their competencies.

Improving Smooth Transitions to the Workplace and/or Post-secondary Programs

Refer to Section H of this Guide for potential transitions students may make into the workplace and/or related post-secondary programs or other avenues for further learning.

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION D: INTRODUCTORY LEVEL

The following pages define the curriculum and assessment standards for the introductory level of Career Transitions.

Introductory level modules help students build daily living skills and form the basis for further learning. Introductory modules are developed for students who have no previous experience in the strand.

Module learner expectations define the competencies a student must demonstrate to achieve success in a module. Assessment standards define the conditions and criteria to be used for assessing the competencies defined in the module learner expectations. These assessment standards and the accompanying assessment tools are in draft form and will be validated from 1994 to 1996.

Specific learner expectations provide a detailed framework for instruction to help students build the competencies defined in the module learner expectations. Additional information and suggestions for instruction are provided in the Notes column; teachers may wish to use this space to record their ideas for instruction or student projects.

Module CTR101:	Job Preparation	D.3
Module CTR102:	Leading by Example	D.7
Module CTR111:	Project 1A	D.11
Module CTR112:	Project 1B	D.11
Module CTR121:	Personal Safety Management.....	D.13

MODULE CTR101: JOB PREPARATION

Level: Introductory

Theme: Career Readiness

Prerequisite: None

Module Parameters: None

Students develop successful employment search skills and a personal employment search portfolio.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> - identify and develop knowledge, skills and attitudes that will enable him or her to conduct successful employment searches - prepare a personal employment search portfolio - demonstrate basic competencies.	<i>Assessment of student achievement will be based on:</i> - completing documentation and demonstrating competence in the job search process: - self-assessment profile - occupational profile - an application form - a covering/introductory letter - a résumé - a job interview - identifying and describing: - safe/unsafe work situations - WHMIS symbols - injury accident reporting procedure - role of employees and employers in Occupational Health and Safety legislation - role of Workers' Compensation Board - purpose of and areas addressed by the Employment Standards Code. <i>Assessment Tool</i> <i>CTR101/201/301: Career Readiness Modules</i> - observations of interpersonal interaction during the instructional period, emphasizing: - managing learning - acting ethically - communication. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	10 10 10 10 10 20 5 5 5 5 5 5 Integrated throughout

MODULE CTR101: JOB PREPARATION (continued)

Concept	Specific Learner Expectations	Notes
Employability Skills	<i>The student should:</i> • identify personal reasons for exploring career options • develop a self-assessment profile based on personal interests, values, aptitudes and abilities • define the terms: – “job” – “occupation” – “career” • select one or two occupations to explore • compile the following information about each occupation: – description of entry-level jobs – entry-level skills required • discuss the steps of an effective job search: – getting ready – finding suitable job leads – marketing your skills – dealing with job search disappointments – wrapping up your job search • examine several application forms and identify questions as appropriate or inappropriate according to human rights legislation • complete and present the following: – application form for a specific job – covering/introductory letter – current résumé • identify the elements of a letter of recommendation and a letter of reference • describe the importance and the purpose of a job interview • provide appropriate responses to sample interview questions • demonstrate the interviewing skills developed.	

MODULE CTR101: JOB PREPARATION (continued)

Concept	Specific Learner Expectations	Notes
Expectations, Rights and Responsibilities	<i>The student should:</i> • list personal job expectations • identify Occupational Health and Safety requirements of selected jobs • understand “Workplace Hazardous Materials Information System”: – explain WHMIS – identify WHMIS symbols and explain their meaning – identify employer responsibilities regarding WHMIS – identify employee responsibilities regarding WHMIS – recognize availability of WHMIS certification • explain how the Employment Standards Code applies in the following areas: – minimum wages – hours of work and overtime – hours of rest – vacations and vacation pay – holidays – termination of employment – employment of adolescents and young persons • identify and explain the key guidelines of the Alberta Work Experience Education policy • explain how Workers’ Compensation applies to Alberta Work Experience Education students.	

MODULE CTR101: JOB PREPARATION (continued)

Concept	Specific Learner Expectations	Notes
Transition	<i>The student should:</i> • explain the role of secondary education as a transition to the world of work or to further education • explain how the following are means of exploring careers: – job shadowing – mentoring – work study – work experience – cooperative education • understand that exploration may be a positive or a negative experience • identify the hidden job market • identify the education and training requirements of selected entry-level jobs • prepare and present an employment portfolio.	

MODULE CTR102: LEADING BY EXAMPLE

Level: Introductory

Theme: Leadership

Prerequisite: None

Module Parameters: None

Students develop awareness of the principles and practices of leadership and develop, implement and assess a personal leadership plan.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> - define concepts, terms and practices relating to leadership - develop a plan to demonstrate leading by example behaviours - demonstrate leadership abilities as outlined in the plan	<i>Assessment of student achievement will be based on:</i> - demonstrating an understanding of leadership concepts, terms and practices - developing an appropriate plan including: - goals - objectives - implementation strategies - evaluation guidelines - displaying leadership behaviours including: - accountability - initiative - communication - decision making. <i>Assessment Tool</i> <i>CTR102/202/302: Leadership Modules</i>	20 30 50
demonstrate basic competencies.	observations of individual effort and interpersonal interaction during the instructional period. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	Integrated throughout

MODULE CTR102: LEADING BY EXAMPLE (continued)

Concept	Specific Learner Expectations	Notes
Terms and Concepts	<i>The student should:</i> - define terms relating to leadership including: – “leadership” – “power” – “influence” – “authority” - distinguish between the following pairs of concepts: – achieved leadership/ascribed leadership – formal leadership/informal leadership.	
Leadership Described	- identify and describe examples of leadership behaviour demonstrated by: – self – others - propose why leadership may/may not be situational based - describe leadership behaviours performed in specific contexts and in specific situations - explain why leadership behaviours appropriate in one context or situation may be inappropriate in other contexts or situations - describe strategies used by self and others to influence others.	A variety of contexts should be explored; e.g., • home/family • school • community • workplace. Videotaped examples and/or role-playing will help distinguish among different aspects of leadership behaviours.

MODULE CTR102: LEADING BY EXAMPLE (continued)

Concept	Specific Learner Expectations	Notes
Goal Setting	<i>The student should:</i> - define and distinguish between: - goals - objectives - identify and explain processes used to set goals and objectives - explain and demonstrate brainstorming - define the following terms and describe the relationship among goals/objectives and: - motivation - achievement - success - ambition - describe strategies and instruments available to assess achievement and success.	
Needs Theory	- identify and describe needs theory; e.g., Maslow's Hierarchy of Needs, Herzberg's Motivation – hygiene theory - describe why people may join groups; e.g., - clubs - teams - political parties - volunteer groups - identify and explain challenges faced by: - leaders - followers.	
Problem Solving	- identify and explain various models for problem solving - explain how models assist the problem-solving process - describe the relationships among: - problem solving - decision making - feedback/feedback loops.	

MODULE CTR102: LEADING BY EXAMPLE (continued)

Concept	Specific Learner Expectations	Notes
Leading by Example	<i>The student should:</i> • develop a plan that includes goals, objective and strategies to assess achievement and success of the plan • demonstrate individual or group leadership behaviour in a selected, teacher-approved context or situation by implementing the plan • assess the outcome(s) of the plan • write recommendations as to how the plan or assessment strategies could be improved for future use.	The student may contract with the teacher to provide leadership to a class, school or community project.

MODULE CTR111: PROJECT 1A
MODULE CTR112: PROJECT 1B

Level: Introductory

Theme: Career Extensions

Prerequisite: To be determined by teacher

Module Parameters: To be determined by teacher

Students extend and enhance competencies developed in CTS strands within contexts that are personally relevant.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> - propose, manage and assess a project - meet goals as defined within the project plan	<i>Assessment of student achievement will be based on:</i> - successful completion of project including project: - proposal - management - completion - assessment - presentation. <i>Assessment Tool</i> <i>CTR Project: Career Extensions Modules</i>	20 20 20 20 20
demonstrate basic competencies.	- observations of individual effort and interpersonal interaction during the instructional period, emphasizing: - managing learning. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	Integrated throughout

MODULE CTR111: PROJECT 1A
MODULE CTR112: PROJECT 1B (continued)

Concept	Specific Learner Expectations	Notes ★
Project Definition	<i>The student should:</i> • identify a project • prepare a project plan: – clarify the purpose of the project – define project deliverables – specify project time lines – define resource needs, e.g., materials, finances, support network • define assessment standards (indicators for success) • present project proposal • gain approval to proceed with the project.	Purposes of project should relate to student(s)' goals and expectations. (Refer to <i>Guide to Standards and Implementation</i> for strand-related projects.) Presentation of project proposal could be print, verbal or audio visual.
Project Management	• proceed with the project as outlined by the project plan • monitor project and make necessary adjustments to project plan.	Project monitoring should include regular progress checks and consultation with teacher and others.
Project Presentation and Assessment	• present the project: – outcomes attained – relationship to goals set originally • assess the project: – processes and strategies used – recommendations for how the project could have been improved.	Project presentation could be in print, a display of the product or a description of the processes undertaken. Student assessment could be print, verbal, and/or audio visual.

★Refer to the *Guide to Standards and Implementation* for the particular strand for suggestions about how project modules could be used to complement and enhance the learning.

MODULE CTR121: PERSONAL SAFETY MANAGEMENT

Level: Introductory

Theme: Job Safety Skills

Prerequisite: None

Module Parameters: Access to personal protective equipment and emergency first aid materials; access to safety specialists and certificated first aid instructors

Students develop practical safety-related knowledge, skills and attitudes including certification in emergency first aid.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> - identify and describe: - health and safety stakeholders - legislation relating to health and safety - hazards; e.g., offices - careers in safety - demonstrate basic health and safety practices including: - burn prevention - use of personal protective equipment (PPE) - back care - develop and implement personal health and safety plan	<i>Assessment of student achievement will be based on:</i> - report or presentation on occupational health and safety, including: - health and safety stakeholders - legislation relating to health and safety - hazards; e.g., offices - careers in safety. <i>Assessment Tool</i> <i>Generic Rubric: Presentations/Reports</i> - presenting a personal health and safety plan and demonstrating safe practices: - burn protection - personal protective equipment - back care. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide</i> <i>Generic Rubric: Presentations/Reports</i> - meeting the standards specified on a test based on: - Workers' Compensation Board - Occupational Health and Safety - Workplace Hazardous Materials Information System - Materials Safety Data Sheets. <i>Assessment Tool</i> <i>CTR121/221/321: Job Safety Skills Modules</i> <i>CTR121-3: Occupational Health and Safety</i> <i>Multiple Choice Test</i>	5 5 10 5 10 10 10 20

MODULE CTR121: PERSONAL SAFETY MANAGEMENT (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> - successfully complete a course in emergency first aid (EFA) - demonstrate basic competencies.	<i>Assessment of student achievement will be based on:</i> - successful completion of an EFA course - observations of individual effort and interpersonal interaction during the instructional period, emphasizing: - managing resources - teamwork, leadership and service - demonstrating responsibility. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	25 Integrated throughout

Concept	Specific Learner Expectations	Notes
Stakeholders	<i>The student should:</i> - define “stakeholders” and identify them in the context of workplace and worker safety - define “worker” and “employer” - describe the rights and responsibilities of workers and employers - explain the role of Workers’ Compensation Board (WCB) - describe the procedure for filing a claim - complete a claim form - accurately complete report, using WCB accident forms: employer and employee	Use resource persons from WCB, an injured speaker. Use actual claim scenarios.
Legislation	- identify information sources about health and safety related to the workplace - explain the responsibility of each major stakeholder in a typical workplace - locate general and specific information in the legislation regarding major topics.	Obtain from Queen’s Printer: - General safety regulations <i>Occupational Health and Safety Act.</i>

MODULE CTR121: PERSONAL SAFETY MANAGEMENT (continued)

Concept	Specific Learner Expectations	Notes
Terms and Procedures	<i>The student should:</i> • discuss the three phases of dealing with a hazard (identification, evaluation and control) • explain and use terms related to health and safety; e.g., “hazard”, “risk”, “accident”, “injury” • explain the progressive steps in a prevention strategy (hazard, exposure, injury).	
Commitment	• demonstrate a proactive personal commitment toward improvement of health and safety.	
Costs	• discuss the direct and indirect costs of injuries to Alberta workers • explain the reasons why young workers have a disproportionate claim rate.	
Workplace Hazardous Materials Information System (WHMIS)	• define and explain the basic purpose of WHMIS legislation • identify ways workers can receive information about chemical hazards • explain how: – hazardous chemicals can enter the body – principle routes of entry into the body • locate specific information found on a Material Safety Data Sheet (MSDS).	Reference: <i>WHMIS Handbook</i> .

MODULE CTR121: PERSONAL SAFETY MANAGEMENT (continued)

Concept	Specific Learner Expectations	Notes
Hazards	<i>The student should:</i> - define “health” and the aims of occupational health - identify and describe the following categories of occupational hazards: - physical - biological - chemical - attitudinal - list and explain internal and external factors affecting a worker’s health status - investigate and list potential hazards found in the home, in school or in a workplace.	
Workplace Safety	- identify and list hazards within a work environment; e.g., - office - construction site - retail - child care centres - health centres - fitness centres - describe potential consequences of hazards left unattended - recognize appropriate corrective actions - demonstrate ability to communicate information appropriately about a hazard and hazard prevention practices to others; e.g., teacher, parent, employer, employees - develop a plan to safely address potential hazards found in a selected workplace.	Use video: <i>Office Safety: It's a Jungle in There.</i>

MODULE CTR121: PERSONAL SAFETY MANAGEMENT (continued)

Concept	Specific Learner Expectations	Notes
Burn Prevention	<i>The student should:</i> • explain the types and operation of smoke and heat detectors • explain the role of detectors in preventing burn injuries or death • explain the need for sprinkler systems and their role in reducing injuries, damage and death • design an emergency fire escape route for home, school or workplace.	
Personal Protective Equipment	• identify and match specific types of personal protective equipment (PPE) to specific hazards • distinguish the specific uses of safety gloves, goggles and face shields • describe the two types of PPE available to protect against hearing loss • describe the two types of respirators and explain when each should be used • list kinds of fall protection devices • explore and list different types of special protective clothing and equipment specific to a work site.	Each trade may have specific PPE. Consult with tradespersons, local business, Occupational Health and Safety (OH&S) and WCB personnel.
Back Care	• label major regions and structures of the spinal column • define "chronic" and "acute" back injuries • list major causes of back problem • identify common back disorders • demonstrate appropriate body mechanics for lifting, moving, etc. • identify the advantages of participating in a back maintenance program.	

MODULE CTR121: PERSONAL SAFETY MANAGEMENT (continued)

Concept	Specific Learner Expectations	Notes
First Aid	<i>The student should:</i> • participate in a recognized emergency first aid course including CPR; e.g., St. John or Red Cross.	Various certification programs are available. First-aid certification is normally valid for two years only. Consult with St. John or Red Cross agency. See Community Health CMH109: First Aid.
Careers in Safety	• identify and describe potential career paths relating to workplace safety.	Consult with WCB, OH&S, safety and health care professionals.

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION E: INTERMEDIATE LEVEL

The following pages define the curriculum and assessment standards for the intermediate level of Career Transitions.

Intermediate level modules help students build on the competencies developed at the introductory level and focus on developing more complex competencies. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Module CTR201:	Job Maintenance	E.3
Module CTR202:	Taking the Lead	E.7
Module CTR203:	Governance and Leadership	E.9
Module CTR211:	Project 2A	E.13
Module CTR212:	Project 2B	E.13
Module CTR213:	Project 2C	E.13
Module CTR214:	Project 2D	E.13
Module CTR215:	Project 2E.....	E.13
Module CTR221:	Workplace Safety Practices	E.15

Module CTR201: JOB MAINTENANCE

Level: Intermediate

Theme: Career Readiness

Prerequisite Job Preparation (CTR101)

Module Parameters: None

Students acquire knowledge about workplace requirements, rights and responsibilities and relate this knowledge to personal expectations.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> identify and develop knowledge, skills and attitudes that will enable him or her to be successful in acquiring and maintaining employment	<i>Assessment of student achievement will be based on:</i> the application of employability skills, as described in the Conference Board of Canada's Employability Skills Profile. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide</i>	80
demonstrate basic competencies.	- describing and explaining the role of the following in helping individuals acquire/maintain employment: - Alberta Labour - Alberta's Apprenticeship System - Canada Employment Centres - Career Development Centres. <i>Assessment Tool</i> <i>CTR101/201/301: Career Readiness Modules</i> - observations of individual effort and interpersonal interaction during the instructional period, emphasizing: - managing learning - acting ethically - communication - teamwork and leadership. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	20
		Integrated throughout

MODULE CTR201: JOB MAINTENANCE (continued)

Concept	Specific Learner Expectations	Notes
Employability Skills	<i>The student should:</i> • identify the knowledge, skills and attitudes most valued by employers (in relation to a specific occupation): – academic • communication skills • thinking skills • learning skills – personal management skills • positive attitudes and behaviours • responsibility • adaptability – teamwork skills • working with others • identify and assess personal skills and attitudes in relation to those most valued by employers.	
Expectations, Rights and Responsibilities	• describe an ideal work situation in relation to a selected occupation • develop strategies to deal with conflict in the workplace • identify and discuss possible reasons for job termination • explain the differences in the following types of job termination: – quit – resigned – laid off – fired – voluntary severance • discuss “workplace ethics” • identify and list the services provided by: – Labour Employment Standards Branch – Occupational Health and Safety – Workers’ Compensation Branch – Apprenticeship Branch – Canada Employment Centres – Alberta Career Development Centres	

MODULE CTR201: JOB MAINTENANCE (continued)

Concept	Specific Learner Expectations	Notes
Expectations, Rights and Responsibilities (continued)	<i>The student should:</i> • identify how the Employment Standards Code applies to: – employee benefits – maternity/paternity leave – severance pay.	
Transition	• identify transferable career skills that have been developed • identify employment opportunities within selected occupation(s) • identify possible career paths within a selected business or industry and present an overview of training and/or education required to advance in the various career paths.	

MODULE CTR202: TAKING THE LEAD**Level: Intermediate****Theme: Leadership****Prerequisite Leading by Example (CTR102)****Module Parameters: None**

Students compare basic theories and styles of leadership and demonstrate leadership in a school, workplace or community context.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> compare theories and styles of leadership	<i>Assessment of student achievement will be based on:</i> demonstrating the advantages and disadvantages of selected theories and styles of leadership <i>Assessment Tool</i> <i>CTR102/202/302: Leadership Modules</i>	40
demonstrate the ability to lead others	- displaying leadership behaviours, including: - consensus seeking - conflict management - effective group dynamics. <i>Assessment Tool</i> <i>CTR102/202/302: Leadership Modules</i>	60
demonstrate basic competencies.	observations of individual effort and interpersonal interaction during the instructional period. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	Integrated throughout

MODULE CTR202: TAKING THE LEAD (continued)

Concept	Specific Learner Expectations	Notes
Group Dynamics	<i>The student should:</i> • identify and describe why groups form • list and describe dimensions of different groups • explain “group dynamics” • describe and explain how leaders: – lead groups – evolve in groups • explain and demonstrate consensus seeking and conflict management in a group situation • describe defence mechanisms found in and among groups: – personal defence mechanisms – group defence mechanisms • define “apathy” • demonstrate strategies for handling apathy: – within a group – of a group.	
Leadership Theories	• identify theories of leadership; e.g., – classical – contingency – systems • describe the key elements of each theory identified • describe context in which each theory of leadership was applied • suggest contexts in which each theory may be appropriately applied.	Current theories may include elements from two or more traditional theories.
Leadership Styles	• explain the concept of “leadership style” • identify and explain different styles of leadership • describe research on leadership styles; e.g., Hersey and Blanchard’s • explain the purpose of delegation and the challenges faced by leaders when they delegate • suggest contexts in which each style of leadership may be appropriately used.	
Taking the Lead	• demonstrate the ability to lead others to attain a stated goal • assess the success of leadership behaviours demonstrated.	A work skills simulation project or other timed project requiring leadership may be selected.

MODULE CTR203: GOVERNANCE AND LEADERSHIP

Level: Intermediate

Theme: Leadership

Prerequisite Leading by Example (CTR102)

Module Parameters: To be determined by teacher

This module introduces students to governance, its place within the administrative structure of a school or community and the roles, responsibilities, practices and procedures of participating in leadership.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> - describe and explain: - the purpose of a governance structure - participate in leadership activities within a school, volunteer agency or a community governance structure - demonstrate leadership in a governance role - demonstrate basic competencies.	<i>Assessment of student achievement will be based on:</i> - identifying the components and describing the role of a governance structure <i>Assessment Tool</i> <i>CTR102/203/303: Leadership: Governance Modules</i> - level of participation in various governance activities <i>Assessment Tool</i> <i>CTR102/203/303: Leadership: Governance Modules</i> - demonstrating leadership in a governance role. <i>Assessment Tool</i> <i>CTR102/203/303: Leadership: Governance Modules</i> - observations of individual effort and interpersonal interaction during the instructional period, emphasizing: - communication skills - teamwork - leadership. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	10 40 50 Integrated throughout

MODULE CTR203: GOVERNANCE AND LEADERSHIP (continued)

Concept	Specific Learner Expectations	Notes
Governance and Government	<i>The student should:</i> - define: “governance” and “government”, and explain the relationship between the concepts - describe the purpose of governance structures by students - identify and describe the structures and positions in a governance structure: - its purpose or mission - goals and objectives - roles and responsibilities - methods for assessing outcomes.	
Meetings - Agendas - Roles and Responsibilities	- identify and describe the purpose of various types of meetings; e.g., formal, committee, informal - describe elements of effective meetings; e.g., planning leadership participation styles, communication strategies - list and describe the form and structure of an agenda - describe the purpose of an agenda - list and describe the roles and responsibilities of meeting: - chairperson - committee leaders - other meeting members - visitors - invited speakers/guests.	
Team Building	- describe the importance of team building - identify and describe possible individual behaviours in meetings - describe and demonstrate how the chairperson may: - increase task-directed behaviour - decrease disruptive behaviour - minimize stalling behaviour - encourage individual participation - establish a positive and effective team approach to student governance	

MODULE CTR203: GOVERNANCE AND LEADERSHIP (continued)

Concept	Specific Learner Expectations	Notes
Team Building (continued) Synergy	<i>The student should:</i> - define “synergy” - describe potential positive and negative effects of achieving synergy - describe the relationship among synergy and: - problem solving - decision making - consensus building.	
Parliamentary Procedure	- explain the purpose of parliamentary procedure - list and define the basic vocabulary of parliamentary procedures - identify and distinguish among guides to parliamentary procedure; e.g., Robert’s Rules, Duchesne’s Rules - distinguish between incidental motions and privileged motions - list and describe order of precedence for different types of motions - describe the role of the parliamentarian or speaker in a formal meeting setting - participate in a formal meeting and follow parliamentary procedure - lead a meeting and ensure that parliamentary procedure is followed.	Visits to meetings of the school board, local council and provincial Legislature will help to clarify roles and procedures relating to parliamentary procedure. Use extensive role-playing to develop student confidence and competence.
Governance and Administration	- describe and explain the relationship between a governance structure, its procedures and its administration - identify the strengths and the limitations among the governance structure, its procedures and its administration	

MODULE CTR203: GOVERNANCE AND LEADERSHIP (continued)

Concept	Specific Learner Expectations	Notes
Governance and Administration (continued)	<i>The student should:</i> • propose: – ideas for enhancing the relationships among the governance structure, its procedures and its administration – strategies for implementing and assessing the outcomes of the enhancement strategies • demonstrate leadership in facilitating the piloting of enhancement proposals.	

MODULE CTR211: PROJECT 2A
 MODULE CTR212: PROJECT 2B
 MODULE CTR213: PROJECT 2C
 MODULE CTR214: PROJECT 2D
 MODULE CTR215: PROJECT 2E

Level: Intermediate

Theme: Career Extensions

Prerequisite: To be determined by teacher

Module Parameters: To be determined by teacher

Students extend and enhance competencies developed in CTS strands within contexts that are personally relevant.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> - propose, manage and assess a project - meet goals as defined within the project plan	<i>Assessment of student achievement will be based on:</i> - successful completion of project, including project: - proposal - management - completion - assessment - presentation. <i>Assessment Tool</i> <i>Career Extensions (Project) Modules Assessment Tool, CTR Project</i>	20 20 20 20 20
demonstrate basic competencies.	- observations of individual effort and interpersonal interaction during the instructional period, emphasizing: - managing learning. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	Integrated throughout

MODULE CTR211: PROJECT 2A
 MODULE CTR212: PROJECT 2B
 MODULE CTR213: PROJECT 2C
 MODULE CTR214: PROJECT 2D
 MODULE CTR215: PROJECT 2E (continued)

Concept	Specific Learner Expectations	Notes ★
Project Definition	<i>The student should:</i> • identify a project • outline related issues and implications • prepare a project plan: – clarify the purposes of the project – define project deliverables – specify project time lines; e.g., key decision points, consultation points – define resource needs; e.g., materials, costs, support network • identify and comply with all related health and safety standards • define assessment standards (indicators for success) • present project proposal • obtain necessary approvals.	Purposes of project should relate to student(s)' goals and expectations. (Refer to <i>Guide to Standards and Implementation</i> for strand-related projects.) Resources could include materials, finances and support network. Presentation of project proposal could be print, verbal or audio-visual.
Project Management	• proceed with the project as outlined by the project plan • monitor project and make necessary adjustments to project plan.	Project monitoring should include regular progress checks and consultation with teacher and others.
Project Presentation and Assessment	• present the project: – outcomes attained – relationship to goals set originally • assess the project: – processes and strategies used – recommendations for how the project could have been improved.	Project presentation could be in print, a display of the project or a description of the processes undertaken. Student assessment could be print, verbal, and/or audio-visual.

★ Refer to the *Guide to Standards and Implementation* for a particular strand for suggestions about how project modules could be used to complement and enhance the learning.

MODULE CTR221: WORKPLACE SAFETY PRACTICES

Level: Intermediate

Theme: Job Safety Skills

Prerequisite Personal Safety Management (CTR121)

Module Parameters: Access to power supply company for high voltage display; access to assorted fire extinguishers and fire safety specialists/department

Students explore workplace safety principles and practices and apply them in a variety of contexts.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> - identify and describe hazard assessment and controls - classify accidents and incidents and explain causation - define “ergonomics” and describe its relationship to workplace safety - demonstrate and describe standards/legislated practices associated with workplace safety including: - farm/urban safety - fire safety - electrical safety - confined space safety - transportation of dangerous goods	<i>Assessment of student achievement will be based on:</i> - identifying in a given scenario: - hazards - accidents and incidents - causation - hazard controls. <i>Assessment Tool</i> <i>CTR221–2: Scenario Assessment</i> - applying ergonomic controls to checklist standards. <i>Assessment Tool</i> <i>CTR221–1: Ergonomics</i> - demonstrating competencies in: - fire safety (including operation of extinguishers) - electrical safety - farm safety - confined space safety - transportation of dangerous goods. <i>Assessment Tool</i> <i>CTR221–3: Transporting Dangerous Goods</i> <i>Theory Test</i> <i>CTR221–4: Fire Extinguishers Practical Test</i>	20 20 10 50

MODULE CTR221: WORKPLACE SAFETY PRACTICES (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> demonstrate basic competencies.	<i>Assessment of student achievement will be based on:</i> - observations of individual effort and interpersonal interaction during the instructional period, emphasizing: - managing resources - teamwork, leadership and service - demonstrating responsibility. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	Integrated throughout

Concept	Specific Learner Expectations	Notes
Hazard Assessment and Control	<i>The student should:</i> - identify the elements of workplace safety/risk management including monitoring, hazard identification, hazard analysis and risk control - differentiate between risk and hazard - identify risk control strategies used in a selected workplace: - pre-contact - contact - post-contact.	
Accidents and Incidents	- describe the difference between accident and incident - given a scenario, identify the cause of an accident or incident and develop a strategy on how it could have been avoided.	
Ergonomics	- define “ergonomics” - explain the role of ergonomics in the workplace - identify major ergonomic risk factors in a selected workplace: - people performance - job task - equipment - environment.	

MODULE CTR221: WORKPLACE SAFETY PRACTICES (continued)

Concept	Specific Learner Expectations	Notes
Workplace Safety Practices • Farm Safety • Fire Safety • Electrical Safety	<i>The student should:</i> • identify and describe farm hazards • describe the major causes of farm injuries • outline a brief history of farm safety in Alberta • list and explain the need for personal protective equipment required when working with pesticides, driving farm machinery, filling/emptying grain bins, clearing and working barns (pigs, poultry, horses, cattle, etc.), welding, chainsaw work • demonstrate emergency/crisis responses to various accidents and injuries • explain the need for fire safety legislation/standards • identify types and stages of fires; e.g., – electrical – gasoline • identify the elements of fire • identify fire prevention methods • identify fire extinguishing methods and their applications • demonstrate the use of portable fire extinguishers • demonstrate emergency procedures (operate alarm, who to call, escape routes, exits, etc.) • identify potential electrical hazards at home, at school and in the workplace • explain the need for lock out procedures on electrical equipment • explain the procedures necessary to eliminate electrical hazards • develop procedures for dealing with an accident involving electricity	

MODULE CTR221: WORKPLACE SAFETY PRACTICES (continued)

Concept	Specific Learner Expectations	Notes
Workplace Safety Practices (continued) • Confined Space Safety • Transportation of Dangerous Goods (TDG)	<i>The student should:</i> • explain the need for confined space legislation and standards • identify confined spaces and how to recognize them • identify the hazards that may be associated with confined spaces and what tests should be completed before entering that confined space • develop a plan to be used before entering a given confined space • explain the need for TDG regulations • identify placards on trucks or railway cars • describe the role placards play in emergency responses • explain why properly prepared shipping documents must be readily available • identify areas of responsibility when transporting dangerous goods.	Access TDG Pocket Guides from local suppliers.

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION F: ADVANCED LEVEL

The following pages define the curriculum and assessment standards for the advanced level of Career Transitions.

Advanced level modules demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

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Module CTR302:	Organizational Leadership	F.5
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Module CTR315:	Project 3E.....	F.13
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Module CTR321:	Safety Management Systems	F.19

Module CTR301: PREPARING FOR CHANGE

Level: Advanced

Theme: Career Readiness

Prerequisite Job Preparation (CTR101)

Module Parameters: None

Students develop knowledge and skills relating to the changing labour market and relate these in analyzing and refining personal career plans.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> - analyze the role of government and labour unions in relation to employers and employees - gather and analyze appropriate labour market information related to selected occupations and incorporate the findings into a personal career plan - demonstrate basic competencies.	<i>Assessment of student achievement will be based on:</i> - identifying labour-related issues regulated by: – federal government – provincial government – municipal government <i>Assessment Tool</i> <i>CTR101/201/301: Career Readiness Modules</i>	20
	- explaining the roles played by: – labour unions – professional associations <i>Assessment Tool</i> <i>CTR101/201/301: Career Readiness Modules</i>	20
	- preparing and presenting a: – personal career plan – current career portfolio. <i>Assessment Tool</i> <i>CTR101/201/301: Career Readiness Modules</i>	30 30
	- observations of individual effort and interpersonal interaction during the instructional period, emphasizing: – managing learning – acting ethically – communication – teamwork and leadership. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	Integrated throughout

MODULE CTR301: PREPARING FOR CHANGE (continued)

Concept	Specific Learner Expectations	Notes
Employability Skills	<i>The student should:</i> • discuss the importance of networking in locating employment opportunities • update a personal résumé • complete and present a current personal employment portfolio.	
Expectations, Rights and Responsibilities	• identify and discuss areas of federal, provincial and municipal regulation and control that affect selected businesses and industries • identify and describe the role of labour unions and professional associations for employees and employers • explain the concept of “labour negotiations” between employees and employers.	
Transition	• understand that changing jobs is a natural and essential step in pursuing career goals • discuss the employment patterns that are emerging in relation to: – number of employees – length of employment – location of workers – types of employment • identify and describe job retraining programs and further education/training opportunities within a selected occupation(s) • develop knowledge and skills to assist in determining when retraining or further education is most appropriate • identify and explain how societal factors may affect an occupation • identify and discuss some of the major changes that have or are occurring within selected occupation(s) • identify sources of current labour market information • analyze current labour market information and predictions to identify employment trends within a selected occupation(s) • prepare and present a personal career plan that includes a plan for job training and/or post-secondary education.	

MODULE CTR302: ORGANIZATIONAL LEADERSHIP

Level: Advanced

Theme: Leadership

Prerequisite Leading by Example (CTR102)
Taking the Lead (CTR202)

Module Parameters: To be determined by teacher

Students develop an understanding of the concept of organization and demonstrate leadership by establishing an organization and leading it to achieve a stated goal.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> explain the similarities and differences between leadership practices and management practices	<i>Assessment of student achievement will be based on:</i> comparing and contrasting leadership and management practices <i>Assessment Tool</i> CTR102/202/302: Leadership Modules	20
demonstrate leadership by establishing an organization and leading it to achieve a stated goal and assessing the process and outcome	- initiating a leadership project <i>Assessment Tool</i> CTR102/202/302: Leadership Modules - developing the procedures and practices used to attain the goals for a leadership project. <i>Assessment Tool</i> CTR102/202/302: Leadership Modules	30 50
demonstrate basic competencies.	observations of individual effort and interpersonal interaction during the instructional period. <i>Assessment Tool</i> Basic Competencies Reference Guide and any assessment tools noted above	Integrated throughout

MODULE CTR302: ORGANIZATIONAL LEADERSHIP (continued)

Concept	Specific Learner Expectations	Notes
Organization(s)	<i>The student should:</i> - define and describe the concepts of: - being organized - an organization - identify and describe types of organizations and their structures - explain how and why the structure(s) of organizations - differ - may be changed - distinguish among an organization's: - mission statement - vision - goals - objectives.	Relate to the home, the school and to the community. Consider current usage of terms, e.g., "flattening" "downsizing" "outplacing"
Leadership and Management	- distinguish between roles played and tasks performed by leaders and managers - define and give examples of "delegation" as a leadership behaviour - explain why authority may be delegated but responsibility may not.	Consider roles and tasks within a variety of contexts including: - the home - the school - in for-profit organizations - in volunteer organizations.
Project Management - Stress - Time	- identify elements within a project that may need managing; e.g., - time - personnel - other resources - stress - describe strategies/models for managing project elements; e.g., PERT - identify and describe causes of stress within an organization - identify and describe indicators of stress in self and others - describe and demonstrate stress management techniques used by individuals and groups - explain the importance of time as a resource to be managed in different projects/situations - identify and describe time management principles and strategies - demonstrate time management strategies.	Refer to work of Hans Selye.

MODULE CTR302: ORGANIZATIONAL LEADERSHIP (continued)

Concept	Specific Learner Expectations	Notes
Project Management (continued) - Establishing or Changing Organizations - Visioning - Planning - Obtaining Approvals - Delegating - Implementing and Monitoring - Assessment	<i>The student should:</i> - define the need and purpose of establishing a new organization or changing an existing organization - develop a new vision for the organization - prepare a plan: - clarify purpose/mission - define intended outcomes - specify time lines - list responses required - define assessment standards - submit plan for approval and amend as necessary - discuss and delegate key roles and areas of authority - establish reporting procedures - implement the plan - monitor progress through assessment of reports and observations - assess attainment of benchmarks - assess attainment of outcomes - review entire process - planning - approvals - delegating - implementation - monitoring - leadership - identify how the leadership role could have been improved and how this improvement may have affected the outcome(s).	A school or community club as volunteer may be the focus for establishment or change. Plan should include details about personnel roles, budget and benchmarks for progress reporting and assessing. For community-based initiatives approvals may be required from the teacher as well as from community agencies. The leader should be able to assess the abilities of others and encourage them to assume key roles.

MODULE CTR303: LEADING FOR CHANGE

Level: Advanced

Theme: Leadership

Prerequisite Leading by Example (CTR102)
Governance and Leadership (CTR203)

Module Parameters: To be determined by teacher

Students investigate change and decision-making processes used in the school and/or in the community. Students construct, propose and initiate the use of a project-planning model to affect change.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> - describe the primary and secondary change and decision-making processes used in a governance structure - chart the organizational structures used in schools and the community - construct, propose and initiate the use of a project-planning model - demonstrate basic competencies.	<i>Assessment of student achievement will be based on:</i> - presentation of decision-making strategies that affect change in a governance structure; e.g., in a school, in the community <i>Assessment Tool</i> CTR102/203/303: Leadership: Governance Modules - developing and implementing the project planning model designed to affect change. <i>Assessment Tool</i> CTR102/203/303: Leadership: Governance Modules - observations of individual effort and interpersonal interaction during the instructional period. <i>Assessment Tool</i> Basic Competencies Reference Guide and any assessment tools noted above	40 60 Integrated throughout

MODULE CTR303: LEADING FOR CHANGE (continued)

Concept	Specific Learner Expectations	Notes
Decision Making	<i>The student should:</i> - compare the decision-making roles and impacts of: – assigned leaders – ascribed leaders – primary decision makers – secondary decision makers – tertiary decision makers – interest groups – opinion leaders - describe the current decision-making structure in the school and the community - identify and assess the role played by the leadership groups listed above.	
Change	- explain why change is now viewed as a constant - describe and explain key changes that have occurred during the past three years within the school's and the community's governance and assess the impact of these changes - identify and describe how these changes were brought about and by what form of leadership and leadership activities.	
Change Agents	- explain the concept of "change agent" - identify key change agents; e.g., in the school, in the community - identify and compare different types of change agents - explain the difference between: – internal and external change agents – formal and informal change agents – administrative and "grass roots" change agents - describe the strategies used by change agents to facilitate change - prepare a chart to show the: – organizational structures available in a governance structure; e.g., in the school, in the community – how change is/is not facilitated by these structures - develop a job description for a change agent for a selected project.	

MODULE CTR303: LEADING FOR CHANGE (continued)

Concept	Specific Learner Expectations	Notes
Change Assessment	<i>The student should:</i> • identify various methods of assessment used in societal contexts • critically assess key changes that have occurred recently in the school and in the community including: – intended/desired outcomes – actual or emerging outcomes – process of change – key change agents • identify key elements/resources needed to bring about change • explain the role of time as a critical element/resource in the change and change assessment processes.	
Project Plan	• develop a project plan for a new school or community project identifying key elements, personnel and other resources • develop an instrument suitable for assessing the project plan and its outcomes • present and/or facilitate the presentation to “sell” the project plan to key decision makers • assess the impact of the plan and its presentation on affecting the desired change.	

MODULE CTR311: PROJECT 3A
 MODULE CTR312: PROJECT 3B
 MODULE CTR313: PROJECT 3C
 MODULE CTR314: PROJECT 3D
 MODULE CTR315: PROJECT 3E

Level: Advanced

Theme: Career Extensions

Prerequisite: To be determined by teacher

Module Parameters: To be determined by teacher

Students extend and enhance competencies developed in CTS strands within contexts that are personally relevant.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> - propose, manage and assess a project - meet goals as defined within the project plan	<i>Assessment of student achievement will be based on:</i> - successful completion of project including project: - proposal - management - completion - assessment - presentation <i>Assessment Tool</i> CTR Project: Career Extensions Modules - successful attainment of the standards for achievement outlined within the project plan. <i>Assessment Tool</i> CTR Project: Career Extensions Modules	20 20 20 20 20
demonstrate basic competencies.	- observations of individual effort and interpersonal interaction during the instructional period, emphasizing: - managing learning. <i>Assessment Tool</i> Basic Competencies Reference Guide and any assessment tools noted above	Integrated throughout

MODULE CTR311: PROJECT 3A
 MODULE CTR312: PROJECT 3B
 MODULE CTR313: PROJECT 3C
 MODULE CTR314: PROJECT 3D
 MODULE CTR315: PROJECT 3E (continued)

Concept	Specific Learner Expectations	Notes★
Project Definition	<i>The student should:</i> • identify a project • prepare a project plan: – clarify the purposes of the project – define project deliverables – specify project time lines – explain terminology, tools and processes consistently throughout the project – define resource needs; e.g., materials, costs, staffing • identify and comply with all related health and safety standards • define assessment standards (indicators for success) • present project proposal • obtain necessary approvals.	Purposes of project should relate to student(s)' goals and expectations. (Refer to <i>Guide to Standards and Implementation</i> for strand-related projects.) Resources could include materials, finances and support network. Presentation of project proposal could be print, verbal or audio-visual.
Project Management	• proceed with the project as outlined with the project plan • monitor project and make necessary adjustments to project plan.	Project monitoring should include regular progress checks and consultation with teacher and others.
Project Presentation and Assessment	• present the project: – outcomes attained – relationship to goals set originally • assess the project: – processes and strategies used – recommendations for how the project could have been improved.	Project presentation could be in print, a display of the project or a description of the processes undertaken. Student assessment could be print, verbal, and/or audio-visual.

★Refer to the *Guide to Standards and Implementation* for a particular strand for suggestions about how project modules could be used to complement and enhance the learning.

MODULE CTR304: PRACTICUM A
 MODULE CTR305: PRACTICUM B
 MODULE CTR306: PRACTICUM C
 MODULE CTR307: PRACTICUM D
 MODULE CTR308: PRACTICUM E

Level: Advanced

Theme:

Prerequisite: Nil

Module Parameters: These modules should only be accessed by students continuing to work toward attaining a recognized credential offered by an agency external to the school. Practicum modules extend the competencies developed in related CTS strands. These modules may not be used in conjunction with Registered Apprenticeship Program courses. (See H7–H18 for list of credentialing opportunities related to the CTS strands.) Modules must be delivered off-campus and be supervised by both a qualified teacher and an experienced professional authorized to supervise trainees for the credential.

Many occupations have established credentials which have defined minimum entry-level competencies and require on-the-job experience. In these modules students will continue to develop and refine those competencies they have developed in related CTS modules and through previous practicum and other experiences on the worksite.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> perform assigned tasks and responsibilities efficiently and effectively as required by the credentialing agency	<i>Assessment of student achievement will be based on:</i> - application of competencies developed in related CTS modules - observations of individual performance emphasizing: - individual effort - interpersonal interactions - resource management - health and safety <i>Assessment Tool</i> As established by the credentialing agency <i>Standard</i> As defined by the credentialing agency	80

MODULE CTR304: PRACTICUM A
 MODULE CTR305: PRACTICUM B
 MODULE CTR306: PRACTICUM C
 MODULE CTR307: PRACTICUM D
 MODULE CTR308: PRACTICUM E (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> analyze personal performance in relation to established standards	<i>Assessment of student achievement will be based on:</i> - prepare personal work plans which include: - assessment of present competency - analysis of competency levels needed to be successful in designated occupation - action plan for improving competencies <i>Assessment Tool</i> <i>Generic Tool: Portfolio Assessment</i> <i>Standard (to be developed)</i>	20
demonstrate basic competencies.	- observations of individual effort and interpersonal interaction during the instructional period, emphasizing: - managing learning. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	Integrated throughout

Concept	Specific Learner Expectations	Notes
Roles and Responsibilities	<i>The student should:</i> - identify regulations and regulatory bodies related to the credential - review personal roles and responsibilities: - key responsibilities - support functions/responsibilities - code of ethics - review personal work responsibilities and categorize them as - routine tasks (daily, weekly, monthly, yearly) - non-routine task (emergencies, etc.) - tasks requiring personal judgement - task requiring approval of supervisor	

MODULE CTR304: PRACTICUM A

MODULE CTR305: PRACTICUM B

MODULE CTR306: PRACTICUM C

MODULE CTR307: PRACTICUM D

MODULE CTR308: PRACTICUM E (continued)

Concept	Specific Learner Expectations	Notes
Standards of Performance	<i>The student should:</i> • review and apply competencies developed in related CTS modules • describe standards of performance in terms of: – quality of work – quantity of work • review and adhere to workplace policies and procedures related to health and safety • diagram and describe work environment in terms of: – location – floor plan of work area – analysis of work flow patterns • define competencies needed to perform tasks efficiently and effectively in terms of: – knowledge – skill – attitude • describe a professional in a related occupation in terms of – training and certification – interpersonal skills – technical skills – professional ethics	

MODULE CTR321: SAFETY MANAGEMENT SYSTEMS

Level: Advanced

Theme: Job Safety Skills

Prerequisite Personal Safety Management (CTR121)
Workplace Safety Practices (CTR221)

Module Parameters: Access to persons with specialized safety qualifications desirable

Students conduct an in-depth investigation of safety management systems and demonstrate the ability to design a safety program for a selected business/industry.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> define “loss control” and describe loss control practices in a selected business/industry	<i>Assessment of student achievement will be based on:</i> - demonstrating knowledge of: - loss control - accident/incident causation - safety-related standards - safety management practices. <i>Assessment Tool</i> <i>CTR321-1: Loss Control</i>	20
design a safety program for a selected business/ industry, specify safety management practices, standards and documentation	preparing a safety program for a teacher-approved business. <i>Assessment Tool</i> <i>CTR321-3: Safety Program</i>	30
gather and analyze information on an accident/incident, identify causation and recommend preventative measures	completing an investigation of an accident/incident to the recommendation stage to an accident/incident investigation standard checklist. <i>Assessment Tool</i> <i>CTR321-2: Investigation</i>	50

MODULE CTR321: SAFETY MANAGEMENT SYSTEMS (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> demonstrate basic competencies.	<i>Assessment of student achievement will be based on:</i> - observations of individual effort and interpersonal interaction during the instructional period, emphasizing: - managing resources - teamwork, leadership and service - demonstrating responsibility - being innovative - managing learning. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	Integrated throughout

Concept	Specific Learner Expectations	Notes
Loss Control	<i>The student should:</i> - define the terms: “loss” “loss control” “accident” “incident” “safety” as it relates to loss control - identify and describe the International Loss Control Institute (ILCI) Loss Causation Model - explain the relationship between direct and indirect (hidden) costs of loss and how this relates to business profitability - identify immediate and basic causes used in the ILCI Loss Causation Model. - investigate and report on loss control practices used in a selected business/industry.	Reference text practical loss control leadership. Other loss causation models are in use and may be equally as effective, generally similar components. Case study or live investigation may be used.
Accident/Incident Investigation	- identify and describe the basic elements of accident/incident investigation reports including: - identifying information - description of incident - causation - recommendations and follow-up - signatures	Sample accident reports may be obtained from local business or in Student Learning Guide.

MODULE CTR321: SAFETY MANAGEMENT SYSTEMS (continued)

Concept	Specific Learner Expectations	Notes
Accident/Incident Investigation (continued) Sequence of an Investigation	<i>The student should:</i> - identify and describe the sequential steps of an investigation; e.g., - respond and preserve scene - gather information - analyze and evaluate causes - develop and take remedial action - review findings and recommendations - follow-up - focusing on identifying information and description, compile and analyze information from a case study or scenario and arrange in a logical order - focusing on causation, analyze and determine factors contributing to the accident/incident - focusing on recommendations, propose actions that will prevent the occurrence of similar accidents/incidents.	
Safety Programs	- using an accepted model with limited elements, and in consultation with stakeholders, design a safety program for a selected business/industry - specify safety management practices to be used - cite standards - list/prepare documentation to be used.	
Data Management	- identify and describe types of safety data compiled by: - business/industry - OH&S - WCB - insurance companies. - discuss the impact of accident/incident occurrences on: - productivity - insurance rates - WCB assessments - quality control.	

CAREER TRANSITIONS

SECTION G: ASSESSMENT TOOLS

(DRAFT)

TABLE OF CONTENTS

The following pages include background information and strategies for assessing student achievement and the assessment tools that are listed in Sections D, E and F of this Guide.

This section of the Guide to Standards and Implementation has been designed to provide a common base of understanding about the level of competencies students are expected to demonstrate to successfully complete a module. The goal is to establish assessment standards for junior and senior high school students that are fair, credible, and challenging.

These tools will assist teachers throughout the province to more consistently assess student achievement. The purpose of expanding on the assessment standards is to:

- increase confidence among students, parents, business/industry and post-secondary that students can demonstrate the competencies specified in the modules they have completed
- encourage fairness and equity in how students' efforts are judged
- enable learners to focus effort on key learnings
- support teachers and community partners in planning and implementing CTS.

These tools are in draft form and are being validated between now and 1997 during the optional stage of CTS implementation.

ASSESSING STUDENT ACHIEVEMENT

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ASSESSING STUDENT ACHIEVEMENT IN CTS

The CTS assessment standards assess two basic forms of competency:

- What a student **can do**?
 - **make** a product (e.g., wood bowl, report, garment)
 - **demonstrate** a process
 - strand-related competencies (e.g., keyboarding, hair cutting, sewing techniques, lab procedures)
 - basic competencies (e.g., resource use, safety procedures, teamwork).
- What a student **knows**?
 - knowledge base needed to demonstrate a competency (link theory and practice).

CTS Defines Summative Assessment Standards

The assessment standards and tools defined for the CTS modules, referenced in Sections D, E and F of this Guide, focus on the final (or summative) assessment of student achievement.

Assessment throughout the learning period (or formative assessment) will continue to assess how students are progressing. Teachers direct and respond to students' efforts to learn—setting and marking tasks and assignments, indicating where improvement is needed, sending out interim reports, congratulating excellence, etc.

Teachers will decide which instructional and assessment strategies to apply during the formative learning period. As formative and summative assessment are closely linked, some teachers may wish to modify the tools included in this section to use during the instructional process. Teachers may also develop their own summative assessment tools as long as the standards are consistent with the minimum expectations outlined by Alberta Education.

Grading and Reporting Student Achievement

When a student can demonstrate ALL of the exit-level competencies defined for the module (Module Learner Expectations), the teacher will designate the module as “successfully completed.” The teacher will then use accepted grading practices to determine the percentage grade to be given for the module—a mark not less than 50%.

The time frame a teacher allows a student to develop the exit-level competency is a local decision. NOTE: The Senior High School Handbook specifies that students must have access to 25 hours of instruction for each credit. Students may, however, attain the required competencies in less time and may proceed to other modules.

Teachers are encouraged to consult their colleagues to ensure grading practices are as consistent as possible.

High school teachers may wish to refer to “Directions for Reporting Student Achievement in CTS” for information on how to use the CTS course codes to report credits students have earned to Alberta Education. (Copies of this document have been forwarded to superintendents and senior high school principals.)

Components of Assessment Standards in CTS

The following components are included in each module:

- **module learner expectations** (shaded left column of the module) define the exit-level competencies students are expected to achieve to complete a module. Each MLE defines and describes critical behaviours that can be measured and observed. The student must meet the standard specified for ALL MLEs within a module to be successful. (*MLEs will not change until 1997 when minor adjustments may be made to update and clarify wording.*)

- **suggested emphasis** (right column of the module) provides a guideline for the relative significance of each MLE and can be used to organize for instruction. (*In draft until early 1997, revisions to selected modules will be distributed in June 1995 and 1996 with final revisions in June 1997.*)
- **conditions and criteria** (middle column of the module) set the framework for the assessment of student competency, specifying the minimum standard for performance and including a reference to assessment tools, where appropriate. (*In draft until early 1997, revisions to selected modules will be distributed in June 1995 and 1996 with final revisions in June 1997.*)

Conditions outline the specifications under which a student's competency can be judged. For example, the conditions could specify whether the assessment should be timed or not, or if the student should be allowed to access to support resources or references.

Criteria define the behaviours that a student must demonstrate to meet the designated standard. For example, the criteria could describe the various techniques that must be demonstrated when using a tool, and/or describe the minimum components of a project the student must complete.

Standard may be defined by (1) assessment tools, which are referenced in this section (or sometimes in approved learning resources) and/or (2) "illustrative examples" of student work (to be developed and distributed in June 1997).

Assessment Tools included in this section of the Guide tend to be of two types:

- tools generic to a strand or to the entire CTS program; e.g., a standard 5-point rating scale is used in all strands. Other generic tools include assessing reports and presentations and lab safety checklists. (*Names of these tools*

include the strand code (e.g., "INF" for Information Processing) and a code for the type of tool (e.g., "TDENT" for Text-Data Entry).)

- tools specific to a module; e.g., assessment checklist for assessing a venture plan in Enterprise and Innovation or a checklist for sketching, drawing and modelling in Design Studies. (*Names of these tools include the module code; e.g., "INF101-1" indicating that it is the first module-specific tool used in Information Processing Module 101.*)
- Illustrative Examples: Selected examples of student work in print, audio, video and/or CD-ROM formats are scheduled to be available by June 1997. These examples will supplement the assessment tools and help teachers decide if a student's work is at standard, above standard, or not yet at standard.

Development and Validation Processes

The "Conditions and Criteria" and "Suggested Emphasis" columns are being validated 1994–97, with extensive input from teachers, professional associations/contacts and post-secondary institutions. The goal is to prepare well-structured assessment standards and related assessment tools that:

- establish an appropriate level of challenge and rigour
- relate directly to the type of learning described in the curriculum standard
- are easy to understand
- are efficient to implement
- can provide a consistent measure of what was expected to be measured.

ASSESSING STUDENT ACHIEVEMENT IN CAREER TRANSITIONS

The Career Transitions curriculum is based on the premise that recognizable outcomes may be compared to stated standards. In Career Transitions, the standards identify students' growth in knowledge, skills and attitudes. The curriculum defines outcomes through the Module Learner Expectations (MLEs) and Specific Learner Expectations (SLEs). It also suggests criteria and conditions for assessment and the emphasis to be placed on each expectation. These elements combine to provide an overall framework for instruction and assessment.

Assessment Strategies and Tools

A variety of tools have been provided for your reference and use. In the development of the assessment materials there has been an attempt to keep it as simple as possible while also providing guidance and assistance to teachers. The tools are intended to help you assess students' work as accurately and consistently as possible by stating standards of performance for elements felt to be important within the curriculum as a whole or in specific modules. They also provide standards for "basic competencies" students should be able to demonstrate while engaged in learning.

The tools that have been developed are intended to be used as summative assessment tools. Depending on the way the classroom is organized, they may be used when the student has indicated he or she is ready for the final assessment or by the entire class at the end of the learning period.

Tools Generic to CTS

Tools, generic to CTS, may be used to guide assessment across the CTS curriculum generic tools include:

- CTSISS: Issue Analysis
- CTSLAB: Lab Investigations
- CTSNEG: Negotiation and Debate
- CTSPRES: Presentation/Reports
- CTSRES: Research Process

Tools Generic to Career Transitions

Throughout the Career Transitions strand, students have the opportunity to develop personal management skills in an applied learning context. A variety of tools are provided for this purpose. For example, the "Portfolio Assessment and "Workplace Safety Assessment Chart" may be used, as appropriate, to assess specific student competencies in any of the Career Transitions modules.

Tools Specific to Career Transitions Themes and Modules

The themes and modules that comprise the Career Transitions strand are interrelated but diverse. The assessment tools provided attempt to reflect both this interrelatedness and this diversity.

The tools developed to assess specific MLEs in Career Transitions modules are labelled with the module number and the tool number (e.g., CTR101-1 or CTR101-2). They are referred to under the conditions and criteria section.

Each theme has its own set of assessment tools and in most cases, a single tool may be used to assess student competency at each of the three levels of modules, introductory, intermediate and advanced, contained within most themes.

Assessing competencies in Career Credentials (Practicum) modules will usually be performed by the credentialling agency. The teacher should, however, whenever possible participate in the student assessment process and require the student to maintain and submit a portfolio.

In some instances where the tool suggested is a test (e.g., Job Safety Skills modules), a sample test or sample questions has been included. The authorized learning resources for Career Transitions include teaching resources that have test banks and other suggested assessment strategies. It is recommended that these be used to prepare appropriate test banks. Numerous assessment tools have been developed for module specific research and analysis. Sample checklists to assess basic competencies are included. Choose the one most appropriate. Assessment materials currently being used may continue to be used if they assess the criteria and conditions for an MLE.

Emphasis for Assessment

The "Suggested Emphasis" column provides a guideline for the relative significance of each MLE to assist in organizing for instruction. The basic competencies are expected to be integrated throughout and therefore the tools have been designed to assess the relevant basic competencies and the product, process and/or theory.

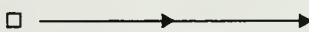
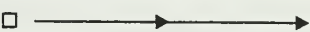
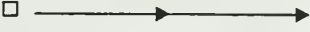
BASIC COMPETENCIES REFERENCE GUIDE

(This checklist is still being validated)

The following chart outlines basic competencies which students will endeavor to develop and enhance in each of the CTS strands and modules. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each module. In general, there is a progression of task complexity and student initiative as outlined in the Development Framework*. As students progress through the Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages. Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

Suggested strategies for classroom use include:

- having students rate themselves and each other
- using for a reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas upon which to focus
- including in student's portfolio

Stage 1— The student:	Stage 2— The student:	Stage 3— The student:	Stage 4— The student:
Managing Learning ☐ comes to class prepared for learning ☐ follows basic instructions as directed ☐ acquires specialized knowledge, skills and attitudes ☐ identifies criteria for evaluating choices and making decisions ☐ uses a variety of learning strategies	 ☐ follows instructions with limited direction ☐ sets goals and establishes steps to achieve them with direction ☐ applies specialized knowledge, skills and attitudes in practical situations ☐ identifies and applies a range of effective strategies for solving problems and making decisions ☐ explores and uses a variety of learning strategies with limited direction	 ☐ follows detailed instructions on an independent basis ☐ sets clear goals and establish steps to achieve them ☐ transfers and applies specialized knowledge, skills and attitudes in a variety of situations ☐ uses a range of critical thinking skills to evaluate situations, solve problems and make decisions ☐ selects and uses effective learning strategies ☐ cooperates with others in the effective use of learning strategies	  ☐ demonstrates self-direction in learning, goal setting and goal achievement ☐ transfers and applies learning in new situations; demonstrates commitment to life-long learning ☐ thinks critically and acts logically to evaluate situations, solve problems and make decisions ☐ provides leadership in the effective use of learning strategies
Managing Resources ☐ adheres to established timelines; uses time/schedules/planners effectively ☐ uses information (material and human resources) as directed ☐ uses technology (facilities, equipment, supplies) as directed to perform a task or provide a service ☐ maintains, stores, and/or disposes of equipment and materials as directed	☐ creates and adheres to timelines with limited direction; uses time/schedules/planners effectively ☐ accesses and uses a range of relevant information (material and human resources) with limited direction ☐ uses technology (facilities, equipment, supplies) as appropriate to perform a task or provide a service with minimal assistance and supervision ☐ maintains, stores and/or disposes of equipment and materials with limited assistance	☐ creates and adheres to detailed timelines on an independent basis; prioritize task; use time/schedules/planners effectively ☐ accesses a range of information (material and human resources) and recognizes when additional resources are required ☐ selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis ☐ maintains, stores and/or disposes of equipment and materials on an independent basis	☐ creates and adheres to detailed timelines; use time/schedules/planners effectively, prioritizing tasks on a consistent basis ☐ uses a wide range of information (material and human resources) in order to support and enhance the basic requirement ☐ recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies) ☐ demonstrates effective techniques for managing facilities, equipment and supplies
Problem Solving and Innovation ☐ participates in problem solving as a process ☐ learns a range of problem-solving skills and approaches ☐ practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ identifies the problem and selects an appropriate problem-solving approach responding appropriately to specified goals and constraints ☐ applies problem-solving skills to a directed or a self-directed activity by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ thinks critically and acts logically in the context of problem solving ☐ transfers problem-solving skills to real-life situations by generating new possibilities ☐ prepares implementation plans ☐ recognizes risks	☐ identifies and resolves problems efficiently and effectively ☐ identifies and suggest new ideas to get the job done creatively by: – combining ideas or information new ways – making connections between seemingly unrelated ideas – actively seeking out opportunities

Stage 1— <i>The student:</i>	Stage 2— <i>The student:</i>	Stage 3— <i>The student:</i>	Stage 4— <i>The student:</i>
Communicating Effectively ☐ uses communication skills; e.g., reading, writing, illustrating, speaking ☐ uses language in appropriate context ☐ listens to understand and learn ☐ demonstrates positive interpersonal skills in selected contexts	☐ communicates thoughts, feelings, and ideas to justify or challenges a position using written, oral and visual means ☐ uses technical language appropriately ☐ listens and responds to understand and learn ☐ demonstrates positive interpersonal skills in many contexts	☐ prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned argument ☐ encourages, persuades, convinces or otherwise motivates individuals ☐ listens and responds to understand, learn and teach ☐ demonstrates positive interpersonal skills in most contexts	☐ negotiates effectively by working towards an agreement that may involve exchanging specific resources or resolving divergent interests ☐ negotiates and works towards a consensus ☐ listens and responds to understand, learn, teach and evaluate ☐ promotes positive interpersonal skills among others
Working with Others ☐ fulfills responsibility in a group project ☐ works collaboratively in structured situations with peer members ☐ acknowledges the opinions and contributions of others in the group	☐  ☐ cooperates to achieve group results ☐ maintains a balance between speaking, listening and responding in group discussion ☐ respects the feelings and views of others	☐ seeks a team approach as appropriate based on group needs and benefits e.g. idea potential, variety of strengths, sharing of work load ☐ works in a team or group: – encourages and supports team members – helps others in a positive manner – provides leadership/ followership as required – negotiates and works toward consensus as required	☐ leads, where appropriate, mobilizing the group for high performance ☐ understands and works within the context of the group ☐ prepares, validates and implements plans that reveal new possibilities
Demonstrating Responsibility Attendance ☐ demonstrates responsibility in attendance, punctuality and task completion Safety ☐ follows personal and environmental health and safety procedures ☐ identifies immediate hazards and their impact on self, others and the environment ☐ follows appropriate/emergency response procedures Ethics ☐ makes personal judgements about whether certain behaviour/ action is right or wrong	☐  ☐ recognizes and follows personal and environmental health and safety procedures ☐ identifies immediate and potential hazards and their impact on self, others and the environment ☐  ☐ assesses how personal judgements affect other peer members and/or family; e.g., home and school	☐  ☐ establishes and follows personal and environmental health and safety procedures ☐  ☐  ☐ assesses the implications of personal/group actions within the broader community; e.g., workplace	☐  ☐ transfers and applies personal and environmental health and safety procedures to a variety of environments and situations ☐  ☐  ☐ demonstrates accountability for actions taken to address immediate and potential hazards ☐ analyses the implications of personal/group actions within the global context ☐ states and defends a personal code of ethics as required
Developmental Framework ★ • Simple task • Structured environment • Directed learning	• Task with limited variable • Less structured environment • Limited direction	• Task with multiple variables • Flexible environment • Self-directed learning, seeking assistance as required	• Complex task • Open environment • Self-directed/self-motivated

GENERIC RATING SCALE

S C A L E	RUBRIC STATEMENT (included in assessment tool/statements in <i>italics</i> are optional) <i>The student:</i>	IS TASK/ PROJECT COMPLETED?	PROBLEM SOLVING: STUDENT INITIATIVE VS TEACHER DIRECTION/ SUPPORT	USE OF TOOLS, MATERIALS, PROCESSES	STANDARDS OF QUALITY/ PRODUCTIVITY	TEAMWORK LEADERSHIP	SERVICE CLIENT/ CUSTOMER
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.	Has not completed defined outcomes.		Tools, materials and/or processes are used inappropriately.			
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. <i>Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.</i>	Meets defined outcomes.	Follows a guided plan of action.	A limited range of tools, materials and/or processes are used appropriately.	Quality and productivity are reasonably consistent.	Works cooperatively.	Provides a limited range of customer/client services.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. <i>Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.</i>	Meets defined outcomes.	Plans and solves problems with limited assistance.	Tools, materials and/or processes are selected and used appropriately.	Quality and productivity are reasonably consistent.	Works cooperatively to achieve team goals.	Identifies and provides customer/client services.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. <i>Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.</i>	Meets defined outcomes.	Plans and solves problems in a self-directed manner.	Tools, materials and/or processes are selected and used efficiently and effectively.	Quality and productivity are consistent.	Works cooperatively and contributes ideas and suggestions that enhance team effort.	Analyzes and provides effective client/customer services.
4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. <i>Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.</i>	Exceeds defined outcomes.	Plans and solves problems effectively and creatively in a self-directed manner.	Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.	Quality, particularly details and finishes and productivity are consistent and exceed standards.	Leads others to contribute team goals.	Analyzes and provides effective client/customer services beyond expectations.

INTRODUCTORY	INTERMEDIATE	ADVANCED
<i>The student:</i> Preparation and Planning • accurately describes an issue on which people disagree • poses an important question regarding the issue • accesses basic in-school/community information sources regarding the issue • uses one or more information-gathering techniques Analyzing Perspectives • clarifies different points of view regarding the issue; <i>e.g., social, economic, environmental</i> • states a position on the issue and logical reasons for adopting that position • states an opposing position on the issue and logical reasons for adopting that position • identifies sources of conflict among different positions • distinguishes between fact and fiction/opinion/theory Collaboration and Teamwork • shares work appropriately among group members • respects the views of others Evaluating Choices/Making Decisions • identifies useful alternatives regarding the issue • establishes criteria for assessing each alternative; <i>e.g., social, economic, environmental</i> • selects an appropriate alternative based on established criteria • reflects on strengths/weaknesses of decisions by considering consequences • communicates information in a logical sequence to justify choices/decisions made	<i>The student:</i> Preparation and Planning • accurately describes an issue on which people disagree, explaining areas of disagreement • poses one or more thoughtful questions regarding the issue • accesses a range of relevant in-school/community resources • uses a range of information-gathering techniques Analyzing Perspectives • categorizes different points of view regarding the issue; <i>e.g., cultural, ethical, economic, environmental, health-related</i> • states a position on the issue and logical reasons for adopting that position • states two or more opposing positions on the issue and logical reasons for adopting each position • describes interrelationships among different perspectives/points of view • determines accuracy/currency/reliability of information and ideas Collaboration and Teamwork • shares work appropriately among group members • respects and considers the views of others • negotiates solutions to problems Evaluating Choices/Making Decisions • identifies important and appropriate alternatives regarding the issue • establishes knowledge- and value-based criteria for assessing each alternative; <i>e.g., social, economic, environmental</i> • selects an appropriate alternative by showing differences among choices • assesses strengths/weaknesses of decisions by considering consequences • communicates ideas in a logical sequence with supporting detail to justify choices/decisions made	<i>The student:</i> Preparation and Planning • accurately describes an issue on which people disagree, explaining specific causes of disagreement • poses thoughtful questions regarding the issue • accesses a range of relevant information sources and recognizes when additional information is required • demonstrates resourcefulness in collecting data Analyzing Perspectives • categorizes different points of view regarding the issue; <i>e.g., cultural, ethical, economic, environmental, health-related, scientific, political</i> • states a position on the issue and insightful reasons for adopting that position • states three or more opposing positions on the issue and thoughtful reasons for adopting each position • analyzes interrelationships among different perspectives/points of view • recognizes underlying bias/assumptions/values in information and ideas Collaboration and Teamwork • shares work appropriately among group members • respects and considers the views of others • negotiates with sensitivity solutions to problems Evaluating Choices/Making Decisions • describes in detail important and appropriate alternatives regarding the issue • establishes knowledge- and value-based criteria for assessing each alternative; <i>e.g., social, economic, environmental</i> • selects an appropriate and useful alternative by showing differences among choices • assesses strengths/weaknesses of decisions by considering consequences and implications • communicates thoughts/feelings/ideas clearly to justify choices/decisions made

INTRODUCTORY	INTERMEDIATE	ADVANCED
<i>The student:</i> Management • prepares self for task • organizes and works in an orderly manner • carries out instructions accurately • uses time effectively Teamwork • cooperates with group members • shares work appropriately among group members Use of Equipment and Materials • selects and uses appropriate equipment/materials • follows safe procedures/techniques • weighs and measures accurately • returns clean equipment/materials to storage areas Investigative Techniques • gathers and applies information from at least one source • makes predictions that can be tested • sets up and conducts experiments to test a prediction • distinguishes between manipulated/responding variables • obtains results that can be used to determine if some aspect of the prediction is accurate • summarizes important experimental outcomes	<i>The student:</i> Management • prepares self for task • organizes and works in an orderly manner • interprets and carries out instructions accurately • plans and uses time effectively • adheres to routine procedures Teamwork • cooperates with group members • shares work appropriately among group members • negotiates solutions to problems Use of Equipment and Materials • selects and uses appropriate equipment/materials • models safe procedures/techniques • weighs and measures accurately • practises proper sanitation procedures • minimizes waste of materials • advises of potential hazards and necessary repairs Investigative Techniques • gathers and applies information from a variety of sources • makes predictions that can be tested • plans, sets up and conducts experiments to test a prediction • identifies and explains manipulated/responding variables • obtains accurate results that confirm/reject the prediction • summarizes and applies experimental outcomes	<i>The student:</i> Management • prepares self for task • organizes and works in an orderly manner • interprets and carries out instructions accurately • plans and uses time effectively in a logical sequence • displays leadership in adhering to routine procedures • attempts to solve problems prior to requesting help Teamwork • cooperates with group members • shares work appropriately among group members • negotiates with sensitivity solutions to problems • displays effective communication skills Use of Equipment and Materials • selects and uses equipment/materials independently • demonstrates concern for safe procedures/techniques • weighs and measures accurately and efficiently • practises proper sanitation procedures • minimizes waste of materials • anticipates potential hazards and emergency response Investigative Techniques • uses relevant information to explain observations • makes predictions that can be tested • plans, sets up and conducts experiments to test a prediction • analyzes relationships among manipulated/responding variables • obtains accurate results that confirm/reject prediction and answer related questions • summarizes, applies and evaluates experimental outcomes

INTRODUCTORY	INTERMEDIATE	ADVANCED
<i>The student:</i> Preparation and Planning • accurately describes an issue on which people disagree • poses an important question regarding the issue • accesses basic in-school/community information sources regarding the issue • uses one or more information-gathering techniques Analyzing Perspectives • states a position on the issue and logical reasons for adopting that position • explains why the issue is important by presenting examples of possible consequences • clarifies different points of view regarding the issue; e.g., social, economic, environmental • distinguishes between fact and fiction/opinion/theory Collaboration and Teamwork • works with a range of peer members • shares information/opinions/suggestions through group discussion • listens to and respects the views of others Negotiating and Debating • presents a convincing argument in logical sequence supporting a position adopted on the issue • provides a relevant response to opposing arguments • speaks clearly so the argument can be understood • establishes a shared understanding of key alternatives and consequences relevant to the issue	<i>The student:</i> Preparation and Planning • accurately describes an issue on which people disagree, explaining areas of disagreement • poses one or more thoughtful questions regarding the issue • accesses a range of relevant in-school/community resources • uses a range of information-gathering techniques Analyzing Perspectives • states a position on the issue and logical reasons for adopting that position • explains why the issue is important by presenting examples of possible consequences • categorizes different points of view regarding the issue; e.g., cultural, ethical, economic, environmental, health-related • determines accuracy/currency/reliability of information and ideas Collaboration and Teamwork • works with a range of peer members • shares information/opinions/suggestions, maintaining a balance between speaking and listening • listens to and respects the views of others, requesting clarification as necessary from other group members Negotiating and Debating • presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance • provides a relevant and convincing response to opposing arguments • speaks clearly without hesitation so the argument can be understood • negotiates a shared agreement on preferred alternatives relevant to the issue	<i>The student:</i> Preparation and Planning • accurately describes an issue on which people disagree, explaining specific causes of disagreement • poses thoughtful questions regarding the issue • accesses a range of relevant information sources and recognizes when additional information is required • demonstrates resourcefulness in collecting data Analyzing Perspectives • states a position on the issue and insightful reasons for adopting that position • explains why the issue is important by presenting examples of possible consequences and implications • categorizes different points of view regarding the issue; e.g., cultural, ethical, economic, environmental, health-related, scientific, political • recognizes underlying bias/assumptions/values in information and ideas Collaboration and Teamwork • works with a wide range of peer members • shares information/opinions/suggestions, maintaining a balance between speaking and listening • listens to and respects the views of others, requesting clarification as necessary from other group members Negotiating and Debating • presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance and backing each with sound evidence • provides a relevant and convincing rebuttal to opposing arguments • speaks clearly without hesitation so the argument can be understood by all listeners • negotiates a shared agreement on preferred alternatives by resolving divergent points of view

INTRODUCTORY	INTERMEDIATE	ADVANCED
<i>The student:</i> Preparation and Planning • sets goals and follows instructions accurately • responds to directed questions and follows necessary steps to find answers • accesses basic in-school/community information sources • interprets and organizes information into a logical sequence • records information accurately, using correct technical terms • uses time effectively Presentation • demonstrates effective use of at least one medium of communication: e.g., <u>Written:</u> <i>spelling, punctuation, grammar, basic format</i> <u>Oral:</u> <i>voice projection, body language</i> <u>Audio-Visual:</u> <i>techniques, tools</i> • uses correct grammatical convention and technical terms through proofreading/editing • provides an introduction that describes the purpose of the project • communicates information in a logical sequence • states a conclusion based on a summary of facts • provides a reference list of three or more basic information sources	<i>The student:</i> Preparation and Planning • sets goals and describes steps to achieve them • uses personal initiative to formulate questions and find answers • accesses a range of relevant in-school/community resources • interprets, organizes and combines information into a logical sequence • records information accurately with appropriate supporting detail and using correct technical terms • plans and uses time effectively • gathers and responds to feedback regarding approach to task and project status Presentation • demonstrates effective use of at least two communication media: e.g., <u>Written:</u> <i>spelling, punctuation, grammar, format (formal/informal)</i> <u>Oral:</u> <i>voice projection, body language, appearance</i> <u>Audio-Visual:</u> <i>techniques, tools, clarity</i> • maintains acceptable grammatical and technical standards through proofreading and editing • provides an introduction that describes the purpose and scope of the project • communicates ideas into a logical sequence with sufficient supporting detail • states a conclusion by synthesizing the information gathered • provides a reference list that includes five or more relevant information sources	<i>The student:</i> Preparation and Planning • sets goals and describes steps to achieve them • uses personal initiative to formulate questions and find answers • accesses a range of relevant information sources and recognizes when additional information is required • interprets, organizes and combines information in creative and thoughtful ways • records information accurately, using appropriate technical terms and supporting detail • plans and uses time effectively, prioritizing tasks on a consistent basis • assesses and refines approach to task and project status based on feedback and reflection Presentation • demonstrates effective use of a variety of communication media: e.g., <u>Written:</u> <i>spelling, punctuation, grammar, format (formal/informal, technical/literary)</i> <u>Oral:</u> <i>voice projection, body language, appearance, enthusiasm, evidence of prior practice</i> <u>Audio-Visual:</u> <i>techniques, tools, clarity, speed and pacing</i> • maintains acceptable grammatical and technical standards through proofreading and editing • provides an introduction that describes the purpose and scope of the project • communicates thoughts/feelings/ideas clearly to justify or challenge a position • states a conclusion by analyzing and synthesizing the information gathered • gives evidence of adequate research through a reference list including seven or more relevant information sources

ASSESSMENT FRAMEWORK: RESEARCH PROCESS

CTSRES

INTRODUCTORY	INTERMEDIATE	ADVANCED
<i>The student:</i> Preparation and Planning • sets goals and follows instructions accurately • adheres to established timelines • responds to directed questions and follows necessary steps to find answers • uses time effectively Information Gathering and Processing • accesses basic in-school/community information sources • uses one or more information-gathering techniques • interprets and organizes information in a logical sequence • records information accurately, using correct technical terms • distinguishes between fact and fiction/opinion/theory • responds to feedback when current approach is not working Collaboration and Teamwork • cooperates with group members • shares work appropriately among group members Information Sharing • demonstrates effective use of one or more communication media; <i>e.g., written, oral, audio-visual</i> • communicates information in a logical sequence • uses correct grammatical convention and technical terms • cites three or more basic information sources	<i>The student:</i> Preparation and Planning • sets goals and establishes steps to achieve them • creates and adheres to useful timelines • uses personal initiative to formulate questions and find answers • plans and uses time effectively Information Gathering and Processing • accesses a range of relevant in-school/community resources • uses a range of information-gathering techniques • interprets, organizes and combines information into a logical sequence • records information accurately with appropriate supporting detail and using correct technical terms • determines accuracy/currency/reliability of information sources • gathers and responds to feedback regarding approach to the task Collaboration and Teamwork • cooperates with group members • shares work appropriately among group members • negotiates solutions to problems Information Sharing • demonstrates effective use of two or more communication media; <i>e.g., written, oral, audio-visual</i> • communicates ideas in a logical sequence with sufficient supporting detail • maintains acceptable grammatical and technical standards • cites five or more relevant information sources	<i>The student:</i> Preparation and Planning • sets clear goals and establishes steps to achieve them • creates and adheres to detailed timelines • uses personal initiative to formulate questions and find answers • plans and uses time effectively, prioritizing tasks on a consistent basis Information Gathering and Processing • accesses a range of relevant information sources and recognizes when additional information is required • demonstrates resourcefulness in collecting data • interprets, organizes and combines information in creative and thoughtful ways • records information accurately with appropriate supporting detail and using correct technical terms • recognizes underlying bias/assumptions/values in information sources • assesses and refines approach to the task and project status based on feedback and reflection Collaboration and Teamwork • cooperates with group members • shares work appropriately among group members • negotiates with sensitivity solutions to problems • displays effective communication and leadership skills Information Sharing • demonstrates effective use of a variety of communication media; <i>e.g., written, oral, audio-visual</i> • communicates thoughts/feelings/ideas clearly to justify or challenge a position • maintains acceptable grammatical and technical standards • gives evidence of adequate information gathering by citing seven or more relevant information sources

GENERIC TOOL: PORTFOLIO ASSESSMENT

Using the Portfolio Assessment Tool

The Portfolio Assessment Tool is designed to guide the teacher's assessment of a student's portfolio of competencies, credentials and attainments. This tool may be used to guide the assessment of a student's portfolio developed as a requirement of one or more CTS strands/modules, other programs or other courses (e.g., CALM).

Rating Scale and Standards

The Rating Scale shown on the Portfolio Assessment tool is generic to most CTS assessment tools. The Minimum Standard Rating for a portfolio assessed as a requirement of the Career Credentials (Practicum) Modules and other CTS modules should be:

- ☐ 3 for Advanced level modules
- ☐ 2 for Intermediate level modules
- ☐ 1 for Introductory level modules

To achieve the appropriate Minimum Standard Rating, a student's portfolio should contain evidence of each of the competency, credential and achievement areas identified as shaded requirements on the assessment tool.

Because each student's portfolio tends to be unique, teachers can add competency, credential and achievement indicators as appropriate. Similarly, the "Not Applicable" ☐ NA rating may be used, where appropriate.

GENERIC TOOL: PORTFOLIO ASSESSMENT (continued)

Rating Scale — <i>The student:</i>				
4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals.	3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.	2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.	1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.	0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

COMPETENCY, CREDENTIAL, ACHIEVEMENT		RATING					
		4	3	2	1	0	N/A
Title/Cover Page ☐ Impact ☐ Clarity ☐ Readability ☐							
Résumé ☐ Format/Presentation ☐ Readability/Clarity ☐ Inclusiveness ☐ References (including names, addresses, phone & fax numbers) ☐ Skills Summary ☐							
Statement of Grades ☐ Letters of Reference ☐ Commendations ☐ Certificates/Diplomas ☐							
Co-curricular Activities/Hobbies ☐ School Activities ☐ Community Activities ☐ Workplace Activities ☐ Volunteer Activities ☐	Skills 						

Minimum Standard Rating 1	Skill Development	Observed Performance Rating
<i>The student is able to:</i> ☐ demonstrate personal leadership behaviours in a structured environment ☐ recognize leadership behaviours in different situations ☐ use the needs theory to define the roles and challenges of leaders and followers.		
Minimum Standard Rating 1	Presentations	Observed Performance Rating
<i>The student is able to:</i> ☐ demonstrate effective use of written communication; e.g., spelling, punctuation, grammar, basic format ☐ use correct grammatical convention and technical terms through proofreading/editing ☐ provide an introduction that describes the purpose of a plan ☐ communicate information in a logical sequence ☐ state a conclusion and make recommendations based on a summary of facts.		

Minimum Standard Rating 2	Skill Development	Observed Performance Rating
<i>The student is able to:</i> ☐ demonstrate personal leadership behaviours in a governance structure ☐ demonstrate group dynamics in team building activities ☐ plan and chair an effective meeting, using parliamentary procedure ☐ use synergy in problem solving, decision making and consensus building.		
Minimum Standard Rating 2	Presentations	Observed Performance Rating
<i>The student is able to:</i> ☐ demonstrate effective use of at least two styles of communication; e.g.: – <u>written</u>: spelling, punctuation, grammar, format (formal/informal) – <u>oral</u>: voice, body language, appearance – <u>audio-visual</u>: techniques, tools, clarity ☐ maintain acceptable grammatical and technical standards through proofreading/editing ☐ provide an introduction that describes the purpose and scope of the project ☐ communicate ideas into a logical sequence with sufficient supporting detail ☐ state conclusions by synthesizing the information gathered ☐ provide a reference list that includes three or more relevant information sources.		

Minimum Standard Rating 3	Skill Development	Observed Performance Rating
<i>The student is able to:</i> ☐ demonstrate decision-making strategies for affecting change ☐ demonstrate the roles played by various leadership groups; e.g.: – assigned leaders – decision makers – interest groups ☐ illustrate various organizational structures found in the school and in the community ☐ create, implement, monitor and assess a new project plan for a school or community.		
Minimum Standard Rating 3	Presentations	Observed Performance Rating
<i>The student is able to:</i> ☐ demonstrate effective use of a variety of communication styles; e.g.: – <u>written</u>: spelling, punctuation, grammar, format (formal/informal/technical/literary) – <u>oral</u>: voice, body language, appearance, enthusiasm, evidence of prior practice – <u>audio-visual</u>: techniques, tools, clarity, speed, pacing ☐ maintain acceptable grammatical and technical standards through proofreading/editing ☐ provide an introduction that explains the purpose and scope of the project ☐ communicate thoughts/feelings/ideas clearly to justify or challenge a position ☐ state conclusions by analyzing and synthesizing from the information gathered ☐ give evidence of adequate research through a reference list of five or more relevant information sources ☐ assess the impact of an effective presentation.		

Module(s): CTR 102, 203, 303 Theme: Leadership: Governance

Student: _____

Date: _____

Standards	Students working at or above standard must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating defines the levels of skill development.			
Rating Scale <i>The student:</i>	4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals.	3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.	2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.	1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent.
				0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

INTRODUCTORY CTR102

Minimum Standard Rating 1	Conceptual Understanding	Observed Performance Rating
<i>The student is able to:</i> ☐ define basic leadership terminology ☐ distinguish between concepts of leadership and management ☐ identify goal setting and problem-solving strategies.		

INTERMEDIATE CTR203

Minimum Standard Rating 2	Conceptual Knowledge	Observed Performance Rating
<i>The student is able to:</i> ☐ describe fundamental concepts in governance ☐ explain the strategies of governance in team building and group dynamics ☐ identify and describe the elements of effective meetings ☐ compare different guides to parliamentary procedures.		

ADVANCED CTR303

Minimum Standard Rating 3	Conceptual Knowledge	Observed Performance Rating
<i>The student is able to:</i> ☐ describe fundamental concepts in decision making and change ☐ compare the decision-making roles and impacts of leadership groups ☐ identify and compare different types of change agents ☐ assess recent key changes in the school and in the community.		

Minimum Standard Rating 1	Planning	Observed Performance Rating
<i>The student is able to:</i> ☐ set goals and state objectives ☐ adhere to established timelines ☐ access basic in-school/community resources ☐ interpret and organize information into a logical sequence ☐ record information accurately, using correct terminology ☐ use time effectively.		

Minimum Standard Rating 2	Planning	Observed Performance Rating
<i>The student is able to:</i> ☐ set goals and establish steps to achieve objectives ☐ create and adhere to general timelines ☐ access a range of relevant in-school/community resources ☐ interpret, organize and combine varied information into a logical sequence ☐ record information accurately with appropriate supporting detail and using correct terminology ☐ plan and use time effectively.		

Minimum Standard Rating 3	Planning	Observed Performance Rating
<i>The student is able to:</i> ☐ establish the vision, goals, objectives, intended outcomes and assessment standards for a project ☐ create and adhere to detailed timelines ☐ access a range of relevant information sources ☐ recognizing the need for additional data ☐ interpret, organize and combine varied information in creative ways ☐ record information accurately with appropriate supporting detail, using correct terminology, and in an effective format ☐ plan and use time effectively, prioritizing tasks on a consistent basis ☐ assess the impact of an effective plan.		

COMMENTS:

Minimum Standard Rating 1	Skill Development	Observed Performance Rating
<i>The student is able to:</i> ☐ demonstrate personal leadership behaviours in a structured environment ☐ recognize leadership behaviours in different situations ☐ use the needs theory to define the roles and challenges of leaders and followers.		
Minimum Standard Rating 1	Presentations	Observed Performance Rating
<i>The student is able to:</i> ☐ demonstrate effective use of written communication; e.g., spelling, punctuation, grammar, basic format ☐ use correct grammatical convention and technical terms through proofreading/editing ☐ provide an introduction that describes the purpose of a plan ☐ communicate information in a logical sequence ☐ state a conclusion and make recommendations based on a summary of facts.		

Minimum Standard Rating 2	Skill Development	Observed Performance Rating
<i>The student is able to:</i> ☐ demonstrate personal leadership behaviours in the development of a group ☐ demonstrate strategies of conflict management and delegation in different situations ☐ apply various leadership styles employed in groups.		
Minimum Standard Rating 2	Presentations	Observed Performance Rating
<i>The student is able to:</i> ☐ demonstrate effective use of at least two styles of communication; e.g.: – <u>written</u>: spelling, punctuation, grammar, format (formal/informal) – <u>oral</u>: voice, body language, appearance – <u>audio-visual</u>: techniques, tools, clarity ☐ maintain acceptable grammatical and technical standards through proofreading/editing ☐ provide an introduction that describes the purpose and scope of the project ☐ communicate ideas into a logical sequence with sufficient supporting detail ☐ state conclusions by synthesizing the information gathered ☐ provide a reference list that includes three or more relevant information sources.		

Minimum Standard Rating 3	Skill Development	Observed Performance Rating
<i>The student is able to:</i> ☐ demonstrate appropriate leadership behaviours and management behaviours used in an organization ☐ demonstrate appropriate time and stress management strategies ☐ apply various management strategies employed in organizations.		
Minimum Standard Rating 3	Presentations	Observed Performance Rating
<i>The student is able to:</i> ☐ demonstrate effective use of a variety of communication styles; e.g.: – <u>written</u>: spelling, punctuation, grammar, format (formal/informal/technical/literary) – <u>oral</u>: voice, body language, appearance, enthusiasm, evidence of prior practice – <u>audio-visual</u>: techniques, tools, clarity, speed, pacing ☐ maintain acceptable grammatical and technical standards through proofreading/editing ☐ provide an introduction that explains the purpose and scope of the project ☐ communicate thoughts/feelings/ideas clearly to justify or challenge a position ☐ state conclusions by analyzing and synthesizing from the information gathered ☐ give evidence of adequate research through a reference list of five or more relevant information sources ☐ assess the impact of an effective presentation.		

Module(s): CTR102, 202, 302 Theme: Leadership Student: _____ Date: _____

Standards	Students working at or above standard must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating scale defines the levels of skill development.			
Rating Scale The student:	4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals.	3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.	2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.	1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
				0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

INTRODUCTORY CTR102

Minimum Standard Rating 1	Conceptual Understanding	Observed Performance Rating
<i>The student is able to:</i> ☐ define basic leadership terminology ☐ distinguish between concepts of leadership and management ☐ identify goal setting and problem-solving strategies.		

INTERMEDIATE CTR202

Minimum Standard Rating 2	Conceptual Understanding	Observed Performance Rating
<i>The student is able to:</i> ☐ describe fundamental concepts in group dynamics and leadership theories and styles ☐ identify the essential role of situational leadership ☐ assess effective leadership behaviours.		

ADVANCED CTR302

Minimum Standard Rating 3	Conceptual Understanding	Observed Performance Rating
<i>The student is able to:</i> ☐ describe the fundamental concepts in organizational management ☐ identify the roles performed by leaders and managers in an organization ☐ describe effective project, stress and time management strategies ☐ assess the achievement of outcomes identified in the process of project management.		

Minimum Standard Rating 1	Letter of Application	Observed Performance Rating
<i>The student is able to:</i> ☐ prepare letter of application with attention to appearance, content, completeness ☐ Interview: – identify and review common questions and responses – rehearse well-developed responses – participate in a mock interview exercise – demonstrate appropriate interview etiquette.		
Minimum Standard Rating 1	Safety	Observed Performance Rating
<i>The student is able to:</i> ☐ identify and interpret WHMIS symbols ☐ understand Material Safety Data Sheets ☐ identify government organizations involved with safety in the workplace ☐ explain content and purpose of Employment Standards Code.		

Minimum Standard Rating 2	Labour Legislation and Regulations	Observed Performance Rating
<i>The student is able to:</i> ☐ recognize the role of government organizations involved with employment – Occupational Health and Safety – Workers' Compensation Board – Labour Employment Standards Branch – Apprenticeship Branch – Employment Centres.		

COMMENTS:

Minimum Standard Rating 1	Résumé	Observed Performance Rating
<i>The student is able to:</i> ☐ develop job specific/occupation specific résumé ☐ match interest, skills and abilities to job/occupation requirements ☐ Application Form: – complete application form based on personal data sheet – demonstrate knowledge of common terms on application forms by answering all applicable questions – write legibly.		

Minimum Standard Rating 2	Maintain Employment	Observed Performance Rating
<i>The student is able to:</i> ☐ demonstrate positive attitudes for employability – dependability – integrity – concern for quality – independence and initiative – commitment to the employer ☐ develop life skills for employability – adaptability – problem-solving/decision-making skills – communication/assertiveness skills – time management skills – skills for overcoming unfairness – appropriate appearance and hygiene – teamwork ☐ relate personal competencies to the Conference Board of Canada's "Employability Skills Profile" in a personal portfolio ☐ recognize the transferability of employability skills to other work and life roles.		

Minimum Standard Rating 3	Personal Career Plan	Observed Performance Rating
<i>The student is able to:</i> ☐ re-examine – personal goals – personal values – personal interest – personal skills – technical skills - and incorporate into a Career Plan ☐ establish personal goals ☐ establish timelines to achieve goals ☐ Résumé – develop targeted résumé ☐ Letter of Application – prepare letter of application with attention to appearance, content and completeness – match and highlight interests, skills and abilities to employer/post-secondary requirements ☐ Interview – develop potential interview questions – identify underlying meaning of questions – develop responses to address the underlying concern – demonstrate appropriate interview etiquette – develop personal questions that demonstrate interest in position – develop questions that demonstrate knowledge about the position – participate in a formal interview – present current portfolio.		

Module(s): CTR101, 201, 301 Theme: Career Readiness Student: _____ Date: _____

Standards	Students working at or above standard must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating scale defines the levels of skill development.			
Rating Scale <i>The student:</i>	4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals.	3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.	2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.	1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
				0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

INTRODUCTORY CTR101

Minimum Standard Rating 1	Career Development Terms	Observed Performance Rating
<i>The student is able to:</i> Utilize and apply in appropriate context: ☐ Self-Assessment Profile: – identify personal goals – identify personal values – identify personal skills – identify technical skills ☐ Occupational Profile – develop occupational profile, using information contained in printed resources – incorporate information into employment portfolio.		

INTERMEDIATE CTR201

Minimum Standard Rating 2	Acquire Employment	Observed Performance Rating
<i>The student is able to:</i> ☐ demonstrate basic skills for employment: – read – write – use numbers ☐ demonstrate job specific skills or potential to learn job specific skills for employment – technical skills ☐ demonstrate an interest to learn on the job ☐ demonstrate the ability to work with others ☐ use job search documents and skills to meet employer's hiring expectations.		

ADVANCED CTR301

Minimum Standard Rating 3	Labour Legislation and Regulations	Observed Performance Rating
<i>The student is able to:</i> ☐ analyze the role of government and labour unions in employment ☐ Labour Market Information: – gather and analyze appropriate demographic and occupational information – relate trends to selected occupations – develop detailed occupational profile – incorporate labour market knowledge into personal career plans.		

CAREER TRANSITIONS Activity: _____ _____	Workplace Safety Assessment Chart	Name: _____ Module: _____
Directions Circle the appropriate number that best describes the student's performance.	Standard As stated in the module.	
CRITERIA		Teacher Assessment
<u>Personal Protective Equipment</u> Focus on the proper selection and use of protective clothing and equipment - identifies potential hazards and risks, selects and wears the appropriate personal protective equipment - usually recognizes potential hazards and takes the necessary precautions - hazards and risks must be pointed out and use of personal protective equipment must be enforced - does not recognize hazards and risks and personal protective equipment is seldom used.		3 2 1 0
<u>Housekeeping Skills</u> Consider effort given to maintaining a clean and tidy workstation - keeps workstation free from unnecessary materials and willingly participates in the overall lab clean-up - generally maintains a clean and tidy work station and participates in lab clean-up activities - often must be reminded to keep work station free of clutter and obstructions and requires specific lab clean-up directions and follow-up - does not keep work station clean and tidy and ignores directions.		3 2 1 0
<u>Materials</u> Consider how materials are handled and processed - materials are handled and prepared with due care for self and others - normally demonstrates acceptable practices concerning the use and handling of project materials - is often not aware of the need to handle and use materials in a safe manner - is unwilling or unable to use materials in a safe manner.		3 2 1 0
<u>Equipment</u> Focus on the safe use of hand and power tools - follows accepted practice for the safe use and maintenance of hand and power tools - normally demonstrates acceptable tools use and maintenance - will take unnecessary risks unless directed otherwise - will take unnecessary risks and not accept direction.		3 2 1 0

GENERIC TOOL: PORTFOLIO ASSESSMENT (continued)

COMPETENCY, CREDENTIAL, ACHIEVEMENT	RATING					
	4	3	2	1	0	N/A
Career Specific Competencies Strand(s): _____ e.g., First Aid, computer-assisted design ☐ ☐ ☐						
Software Competencies ☐ Keyboarding WPM: _____ ☐ Word Processing Specify: _____ ☐ Databases Specify: _____ ☐ Spreadsheets Specify: _____ ☐ Project Management Specify: _____ ☐ Presentation Specify: _____						
Competency Overview ☐ Academic Competencies Indicated ☐ Technical Competencies Indicated ☐ Personal Management Competencies Indicated ☐ CTS Basic Competencies Indicated ☐						
Employability Plan ☐ Career Path Indicated ☐ Career Goals Indicated ☐ Short-term ☐ Longer-term ☐ ☐ ☐						
Letters of Introduction ☐ To Prospective Employers ☐ To Post-Secondary Institutions ☐ Format/Presentation ☐ Readability/Clarity ☐ Impact ☐ ☐ ☐						
Other Competencies, Credentials, Achievements ☐ ☐ ☐ ☐ ☐						
Comments 						

Minimum Standard Rating 1	Planning	Observed Performance Rating
<i>The student is able to:</i> ☐ set goals and state objectives ☐ adhere to established timelines ☐ access basic in-school/community resources ☐ interpret and organize information into a logical sequence ☐ record information accurately, using correct terminology ☐ use time effectively.		

Minimum Standard Rating 2	Planning	Observed Performance Rating
<i>The student is able to:</i> ☐ set goals and establish steps to achieve objectives ☐ create and adhere to general timelines ☐ access a range of relevant in-school/community resources ☐ interpret, organize and combine varied information into a logical sequence ☐ record information accurately with appropriate supporting detail and using correct terminology ☐ plan and use time effectively.		

Minimum Standard Rating 3	Planning	Observed Performance Rating
<i>The student is able to:</i> ☐ establish the vision, goals, objectives, intended outcomes and assessment standards for a project ☐ create and adhere to detailed timelines ☐ access a range of relevant information sources ☐ recognizing the need for additional data ☐ interpret, organize and combine varied information in creative ways ☐ record information accurately with appropriate supporting detail, using correct terminology, and in an effective format ☐ plan and use time effectively, prioritizing tasks on a consistent basis ☐ assess the impact of an effective plan.		

COMMENTS:

Module(s): CTR121, 221, 321 Theme: Job Safety Skills

Student: _____

Date: _____

Standards	Students working at or above standard must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating scale defines the levels of skill development.			
Rating Scale <i>The student:</i>	4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals.	3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.	2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.	1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
				0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

INTRODUCTORY CTR121

Minimum Standard Rating 1	Safety Practices	Observed Performance Rating
<i>The student is able to:</i> ☐ explain the role of detectors in preventing burn injuries and death ☐ demonstrate safe practices to prevent burn injuries or death ☐ explain the need for personal protective equipment ☐ identify the advantages of participating in a back care program ☐ identify and describe health and safety stakeholders ☐ identify legislation relating to health and safety ☐ explain the responsibility of each major stakeholder in the workplace.		

INTERMEDIATE CTR221

Minimum Standard Rating 2	Safety Practices	Observed Performance Rating
<i>The student is able to:</i> ☐ explain the role of ergonomics in the workplace ☐ identify: – farm hazards – fire hazards (elements, prevention, extinguishing methods) – electrical hazards (residence, school, workplace) – confined space hazards – areas of responsibility for transporting dangerous goods ☐ explain the need for and demonstrate the use of personal protective equipment in: – farm work – fire – electricity – space confinement – safety in transporting dangerous goods. ☐ explain the need for confined space legislation and standards.		

ADVANCED CTR321

Minimum Standard Rating 3	Safety Practices	Observed Performance Rating
<i>The student is able to:</i> ☐ specify safety standards for a selected business/industry ☐ explain safety management practices for a selected business/industry ☐ prepare a safety program (in consultation with stakeholders) for a teacher-approved business operation to Safety Program Checklist standards.		

Minimum Standard Rating 1	Health and Safety Plan	Observed Performance Rating
<i>The student is able to:</i> ☐ develop a plan to address hazards found in a work environment ☐ meet the standards specified by – Workers' Compensation Board – Occupational Health and Safety – Workplace Hazardous Materials Information System – Materials Safety Data sheets ☐ identify ways workers can receive information about chemical hazards ☐ explain how hazardous chemicals can enter the body.		
Minimum Standard Rating 3	Emergency First Aid	Observed Performance Rating
<i>The student is able to:</i> ☐ complete a recognized first aid course at the "standard" level.		

Minimum Standard Rating 2	Health and Safety Plan	Observed Performance Rating
<i>The student is able to:</i> ☐ develop a plan to be used before entering a given confined space ☐ identify the hazards associated with confined spaces ☐ identify what tests should be completed before entering that confined space ☐ describe the major causes of farm injuries ☐ demonstrate appropriate safety practices in a confined space situation.		

Minimum Standard Rating 3	Health and Safety Plan	Observed Performance Rating
<i>The student is able to:</i> ☐ develop a safety plan for a selected business/industry ☐ specify safety management practices to be used ☐ cite standards for the selected business/industry ☐ list documentation required.		
Minimum Standard Rating 3	Accident/Incident Investigation	Observed Performance Rating
<i>The student is able to:</i> ☐ identify the basic elements of an accident/incident by including: – identifying relevant information – describing accident/incident in detail – causation factors – recommendations and follow-up procedures – sign off procedures ☐ investigate an accident/incident by: – determining factors contributing to the accident/incident – recommending preventative measures of similar accidents/incidents.		

COMMENTS:

CAREER EXTENSIONS PROJECT MODULES

CTR: PROJECT

(Note: This assessment tool may be used to assess student performance in any of the project modules at the introductory, intermediate or advanced levels.)

Module(s): _____ Theme: Career Extensions _____ Student: _____ Date: _____

Standards	Students working at or above standard must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating defines the levels of competency development.			
Rating Scale The student:	4	3	2	1
	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals.	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

INTRODUCTORY CTR111, 112

Minimum Standard Rating 1	Project Proposal	Observed Performance Rating
The student is able to: ☐ accurately describe a project with a definition and a plan.		

INTERMEDIATE CTR211, 212, 213, 214, 215

Minimum Standard Rating 2	Project Proposal	Observed Performance Rating
The student is able to: ☐ accurately describe a project with a definition and a plan.		

ADVANCED CTR311, 312, 313, 314, 315

Minimum Standard Rating 3	Project Proposal	Observed Performance Rating
The student is able to: ☐ accurately describe a project with a definition and a plan with criteria stated.		

CAREER EXTENSIONS PROJECT MODULES (continued)

CTR: PROJECT

Minimum Standard Rating 1	Project Management	Observed Performance Rating
<i>The student is able to:</i> ☐ prepare self for lesson ☐ organize and work in an orderly manner ☐ carry out instructions accurately ☐ use time effectively ☐ meet standards in clean-up ☐ demonstrate high standards in attendance and punctuality.		
Minimum Standard Rating 2	Project Safety	Observed Performance Rating
<i>The student is able to:</i> ☐ choose and use appropriate tools and equipment ☐ recognize hazards ☐ maintain a clean and tidy work station ☐ demonstrate acceptable practices concerning the use and handling of proper materials ☐ demonstrate equipment and/or tools usage and maintenance.		
Minimum Standard Rating 1	Project Completion	Observed Performance Rating
<i>The student is able to:</i> ☐ set goals and follow instructions accurately ☐ adhere to established timelines ☐ respond to directed questions and follow necessary steps to find answers ☐ use time effectively ☐ meet goals.		

Minimum Standard Rating 2	Project Management	Observed Performance Rating
<i>The student is able to:</i> ☐ prepare self for lesson ☐ organize and work in an orderly manner ☐ interpret and carry out instructions accurately ☐ plan and use time effectively ☐ meet standards in clean-up ☐ demonstrate high standards in attendance and punctuality ☐ adhere to routine procedures.		
Minimum Standard Rating 3	Project Safety	Observed Performance Rating
<i>The student is able to:</i> ☐ choose and use appropriate tools and equipment ☐ recognize potential hazards and takes the necessary precautions ☐ maintain a clean and tidy work station and participate in lab clean-up activities ☐ demonstrate acceptable practices concerning the use and handling of proper materials ☐ demonstrate equipment and/or tools usage and maintenance.		
Minimum Standard Rating 2	Project Completion	Observed Performance Rating
<i>The student is able to:</i> ☐ set goals and establish steps to achieve them ☐ create and adhere to useful timelines ☐ plan and use time effectively ☐ meet all goals.		

Minimum Standard Rating 3	Project Management	Observed Performance Rating
<i>The student is able to:</i> ☐ prepare self for lesson ☐ organize and work in an orderly manner ☐ interpret and carry out instructions accurately ☐ plan and use time effectively and in a logical sequence ☐ meet standards in clean-up ☐ demonstrate high standards in attendance and punctuality ☐ minimize waste of supplies ☐ excel at setting and meeting goals, doing tasks, setting high standards and paying attention to important details.		
Minimum Standard Rating 3	Project Safety	Observed Performance Rating
<i>The student is able to:</i> ☐ choose and use appropriate tools and equipment ☐ identify potential hazards and risks, wear appropriate protective equipment when necessary ☐ keep work station free from unnecessary materials and willingly participate in the overall lab clean-up ☐ handle and prepare materials with due care for self and others ☐ follow accepted practice for safe use and maintenance of equipment and tools.		
Minimum Standard Rating 3	Project Completion	Observed Performance Rating
<i>The student is able to:</i> ☐ set goals and standards and establish steps to achieve them ☐ create and adhere to established timelines ☐ plan and use time effectively, prioritizing tasks on a consistent basis ☐ meet goals to established standards.		

Minimum Standard Rating 1	Project Presentation	Observed Performance Rating
<i>The student is able to:</i> ☐ demonstrate effective use of at least one medium of communication; e.g., - <u>written</u>: spelling, punctuation, grammar, basic format - <u>oral</u>: voice projection, body language - <u>audio-visual</u>: techniques, tools ☐ use correct grammatical convention and technical terms ☐ provide an introduction that describes the purpose of the project ☐ communicate information in a logical sequence ☐ state a conclusion ☐ provide a reference list of two or more basic information sources.		

Minimum Standard Rating 2	Project Presentation	Observed Performance Rating
<i>The student is able to:</i> ☐ demonstrate effective use of at least two mediums of communication; e.g., - <u>written</u>: spelling, punctuation, grammar, basic format - <u>oral</u>: voice projection, body language, appearance - <u>audio-visual</u>: techniques, tools, clarity ☐ use correct grammatical convention and technical standards in most levels of communication ☐ provide an introduction that describes the purpose and scope of the project ☐ communicate ideas into a logical sequence with sufficient supporting details ☐ state a conclusion ☐ provide a reference list of three or more basic information sources.		

Minimum Standard Rating 3	Project Presentation	Observed Performance Rating
<i>The student is able to:</i> ☐ demonstrate effective use of a variety of mediums of communication; e.g., - <u>written</u>: spelling, punctuation, grammar, format - <u>oral</u>: voice projection, body language, appearance, enthusiasm, evidence of prior practice - <u>audio-visual</u>: techniques, tools, clarity, speed and pacing ☐ use correct grammatical convention and technical standards in all levels of communication ☐ provide an introduction that describes the purpose and scope of the project ☐ communicate ideas into a logical sequence with sufficient supporting details ☐ state a conclusion ☐ provide a reference list of three or more basic information sources.		

COMMENTS:

Competency	Rating Scale				
	4	3	2	1	0
1. Presentation					
a. Legibility/readability					
b. Grammar					
– paragraph structure					
– punctuation					
– flow of ideas					
2. Content					
a. Key stakeholders identified; e.g., employers, employees, suppliers, OH&S officials					
b. Related legislation cited:					
– Occupational Health and Safety Act					
– General Safety Regulations					
– Chemical Hazards Legislation (includes WHMIS)					
c. Workplace hazards identified					
d. Careers in safety-related fields described.					

Rating Scale

Indicate the level of competency for each task by checking the appropriate box.

The student:

- 4** exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals.
- 3** meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.
- 2** meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.
- 1** meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
- 0** has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

To qualify for credentialling, the student must attain a minimum rating of 2 in each competency.

Competency	Rating Scale				
	4	3	2	1	0
1. Back Care While Lifting					
a. Back straight					
b. Lift with legs					
c. Object close as possible					
d. Minimal twisting or turning					
e. Bend at knees					
2. Using Personal Protective Equipment					
a. Select and properly use a variety of PPE including:					
– eye protection					
– hearing protection					
– head protection					
– body and limb protection					
– respiratory protection					

Rating Scale

Indicate the level of competency for each task by checking the appropriate box.

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.
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- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

To qualify for credentialling, the student must attain a minimum rating of 2 in each competency.

Rating Scale

Competency Level	Correct Answers
5 Excellent	18–21
4 Above Standard	15–17
3 At Standard	11–14
2 Below Standard	8–10
1 Repeat Unit	0–7

To qualify for credentialling, the student must attain a competency of 4 or 5.

1. In the event of a serious accident or injury at a work site, who is responsible for investigating and reporting it under the OH&S Act?
 - A. an OH&S officer
 - B. the victim
 - C. the employer
 - D. everyone at the work site
2. Which of the following hazards would not be covered under the OH&S regulations?
 - A. noise exposure
 - B. exposure to radioactivity
 - C. farm hazards
 - D. toxic chemical exposure
3. The main purpose of the OH&S Legislation is to:
 - A. define standards and responsibilities
 - B. tell the worker how to do his or her job
 - C. tell managers how to manage their work sites
 - D. all of the above
4. Which of the following defines a competent worker?
 - A. adequately qualified
 - B. suitably trained
 - C. sufficiently experienced
 - D. all of the above

5. Which of the following types of accident should be investigated?
- A. injury accident
 - B. lost time accident
 - C. material and equipment damage
 - D. all of the above
6. The Occupational Health and Safety Act requires the employer to do which of the following things when there has been an accident resulting in a serious injury at his or her work site?
- A. notify a Director of Inspection as to the time, place and nature of the accident
 - B. carry out an investigation into the circumstances surrounding the accident
 - C. prepare a report in accordance with the regulations
 - D. all of the above
7. Which of the following operation(s) requires a code of practice?
- A. work that by regulation requires a safe work procedure
 - B. work that requires a worker who is competent under the regulation
 - C. work undertaken in confined spaces
 - D. all of the above
8. Which of the following have to be considered as potential work hazards?
- A. harmful substances
 - B. radiation
 - C. noise
 - D. all of the above
9. The primary routes of entry of harmful substances into the body are:
- A. eyes, skin, ingestion and inhalation
 - B. inhalation, absorption through the liver and kidneys, ingestion
 - C. skin absorption, ingestion, inhalation, injection
 - D. none of the above
10. Which of the following are employer or worker responsibilities under the Chemical Hazard Regulation?
- A. control of sources of contamination in excess of the occupational exposure limits
 - B. provide respiratory protective equipment
 - C. participate in employee training
 - D. all of the above

11. Which of the following methods of control is generally regarded to be the least desirable?
- A. ventilation
 - B. chemical substitution
 - C. personal protective equipment
 - D. administrative controls
12. Occupational Health Hazards are addressed by regulations. Which of the following hazards are not covered by OH&S regulations?
- A. noise exposure
 - B. exposure to radioactive materials
 - C. amount of weight a worker can lift
 - D. toxic chemical exposure
13. Employers must select their own specific standards to comply with regulations when:
- A. there is an existing regulation standard
 - B. equipment meeting the required external standard is no longer available
 - C. the regulation requires a level of performance to be met
 - D. none of the above
14. Which of the following is not an external industrial standards used in the General Safety Regulation?
- A. ANSI (American National Standards Institute)
 - B. NFPA (National Fire Protection Associations)
 - C. SAE (Society of Automotive Engineers)
 - D. UBC (United Brotherhood of Carpenters)
15. Which of the following activities is not assigned by regulation to the employer?
- A. providing equipment that is in safe condition
 - B. ensuring a worker uses equipment safely
 - C. checking that no worker can be injured before a worker starts up machinery
 - D. establishing a code of practice for respiratory protective equipment
16. Which of the following conditions would not require a workplace label on a decanting container?
- A. when the decanting container is filled directly from the supplier labelled container
 - B. when the decanting container is used by several different people in the work area
 - C. when the material in the decanting container is used immediately
 - D. none of the above

17. Which of the following sections in an MSDS would include data on the immediate and delayed hazardous effects of a chemical
- A. the radioactivity data section
 - B. the toxicological properties section
 - C. the preventative measures section
 - D. the physical characteristics section
18. Which of the following sections in an MSDS would include information on the appearance and odour of a chemical?
- A. the toxicological properties section
 - B. the fire and explosion data section
 - C. the reactivity data section
 - D. the physical characteristics section
19. The Workers' Compensation Board is designed to:
- A. provide no-fault accident insurance for employees
 - B. protect employers from injury-related law suits
 - C. refer questions relative to workplace injuries to a board rather than to the courts
 - D. all of the above
20. When a worker is injured on a workplace, which of the following forms must be completed by the injured worker?
- A. Employers Report of Accident
 - B. Employees Report of Accident
 - C. Insurance Claim
 - D. Will
21. When a worker is injured in a workplace, which of the following forms must be completed by the employer?
- A. Employers Report of Accident
 - B. Employees Report of Accident
 - C. Insurance Claim
 - D. Will

ANSWER KEY

CTR121-3

Multiple Choice Test

1. C
2. C
3. A
4. D
5. D
6. D
7. C
8. D
9. A
10. D
11. C
12. C
13. C
14. D
15. C
16. C
17. B
18. D
19. D
20. B
21. A

Competency	Rating Scale				
	4	3	2	1	0
1. Presentation					
a. Legibility/readability					
b. Grammar					
– paragraph structure					
– punctuation					
– flow of ideas					
2. Identify hazards in the home or a selected workplace					
a. fire/burn hazards					
b. physical hazards (e.g., back, eyes, arms, hands)					
c. electrical hazards					
3. Suggest possible controls for hazards identified					
4. Describe types of personal protective equipment and other safety equipment:					
a. currently available in home or workplace					
b. not currently available in home or workplace.					
5. Describe actions to be taken to:					
a. prevent accidents and injuries					
b. deal with accidents and injuries should they occur.					

Rating Scale

Indicate the level of competency for each task by checking the appropriate box.

The student:

- 4** exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals.
- 3** meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.
- 2** meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.
- 1** meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
- 0** has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

To qualify for credentialling, the student must attain a minimum rating of 2 in each competency.

Competency	Rating Scale				
	4	3	2	1	0
1. Define "ergonomics".					
2. Describe the principle of ergonomics.					
3. List a minimum of two examples of how the ergonomic principle is applied in a selected workplace.					
4. Describe how ergonomics may be further applied in the selected workplace.					

Rating Scale

Indicate the level of competency for each task by checking the appropriate box.

The student:

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To qualify for credentialling, the student must attain a minimum rating of 2 in each competency.

Ergonomic Rating Scale

1. The science dealing with adapting the work environment to meet human needs.
2. Fit the task to the worker, rather than the worker to the task.
3. Examples:
 - adjustable furniture
 - appropriate lighting
 - control clustering
 - placement of control indicators
 - accessibility of work interface
 - not exceeding personal limitations
4. Examples:
 - ergonomic keyboards
 - ergonomic chairs
 - lighting controls

Scenario

A Jones & Smith Co. Employee was admitted to City Hospital Wednesday after he inhaled the toxic fumes of a cleaning liquid. A hospital spokesman said the employee was listed in serious condition. Two others were treated for chemical inhalation and are reported in satisfactory condition.

The accident occurred at 11:00 while the three workers were using a potent fluid to clean a 5 m deep pit. Reports state that the inhalation of the chemical chlorothene caused the one worker to go into cardiac arrest. The report further states the workers were found some time later by a passer-by.

Questions

1. Is the occurrence describe above an:
 - a. accident
 - b. incident

2. List a minimum of three unsafe acts or conditions.
 - a.
 - b.
 - c.

3. List and describe a minimum of four hazard controls needed to prevent a similar accident.
 - a.
 - b.
 - c.
 - d.

Scenario Assessment Tool

1. Accident, because personal injury occurred. (100% accuracy)
2. Causation:
 - a. inadequate PPE
 - b. exposure to hazardous conditions (environment)
 - c. inadequate ventilation
 - d. possible lack of adequate written company policy on confined space entry
 - e. lack of an assistant on the outside of the pit
 - f. inadequate training of personnel, including not being familiar with the MSDS on chlorothene
3. Hazard controls:
 - a. adequate PPE
 - b. substitution of a non-toxic cleaning material
 - c. provide proper ventilation into the pit
 - d. adequate written company policy
 - e. have an assistant outside of the pit ready to provide assistance
 - f. proper training programs

Rating Scale

To qualify for credentialling, the student must answer all questions correctly.

Multiple Choice

1. Which of the following is not a basic need of a fire?
 - A. oxygen
 - B. carbon dioxide
 - C. fuel
 - D. heat

2. TDG stands for:
 - A. Transporting Damaged Goods
 - B. Transportation of Dangerous Goods
 - C. Transferring of Dangerous Goods
 - D. Transferring of Damaged Goods

3. The placard that has a skull and cross bones on it means that the contents are:
 - A. dangerous
 - B. poisonous
 - C. combustible
 - D. a gas

4. The placard that has fire on it means that the contents are:
 - A. dangerous
 - B. poisonous
 - C. combustible
 - D. a gas

5. The person who is transporting the goods is called the:
 - A. consignor
 - B. carrier
 - C. consignee
 - D. trucker

6. The person who is to receive the goods is called the:
- A. consignor
 - B. consignee
 - C. carrier
 - D. trucker
7. The person who is to ship the goods is called the:
- A. consignor
 - B. consignee
 - C. carrier
 - D. trucker
8. A confined space has:
- A. inadequate access
 - B. inadequate egress
 - C. potentially hazardous environment
 - D. all of the above
9. In TDG, PIN stands for:
- A. personal identification number
 - B. product identification number
 - C. package identification number
 - D. none of the above
10. Dangerous goods are divided into areas according to the primary hazards of the material. These are called:
- A. divisions
 - B. classes
 - C. segregation
 - D. partitions

True Or False

- | | | |
|---|---|--|
| T | F | 1. A “confined space” is any area with limited entry and exit, which contains known and potential hazards and which is not designated for continuous human occupancy. |
| T | F | 2. Before entering a confined space, an entry permit must be obtained and completed. |
| T | F | 3. The two major factors that lead to fatalities when working in confined spaces are failure to recognize hazards and incorrect rescue attempts. |
| T | F | 4. Oxygen and other atmospheric tests should be conducted in more than one location. |
| T | F | 5. A “hot work” permit must be obtained before entering a confined space that has an average temperature in excess of 90 degrees F. |
| T | F | 6. Testing of the atmosphere within a confined space should be conducted to determine any hazards of flammability, an excess or deficiency of oxygen, toxic vapours or gases, as well as toxic substances that can be absorbed through the skin. |
| T | F | 7. The permissible exposure level represents the level of atmospheric concentrations to which a person may be repeatedly exposed without suffering adverse health affects. |
| T | F | 8. A person’s size or strength would prohibit participation in confined space operations. |
| T | F | 9. Isolate a confined space prior to entry by disconnecting/blanking off all pipe connections |
| T | F | 10. The term “standby” refers to the individual responsible for observing and maintaining communications with those inside of the confined space. |
| T | F | 11. A confined space should be purged and cleaned prior to entry to remove any tank residues and reduce the possibility of harmful contact with toxic materials. |
| T | F | 12. When a standby observes that an individual within the confined space has been overcome, the standby should sound the alarm. |
| T | F | 13. Either a self-contained breathing apparatus (SCBA) or an air-line respirator with an emergency escape bottle is required if entry into an IDLH (immediately dangerous to life or health) is necessary. |

- | | | |
|---|---|--|
| T | F | 14. An oxygen deficiency is present if the percentage of oxygen is below 19.5%. |
| T | F | 15. Fire requires fuel, oxygen and heat for ignition to occur. Take away one and the fire cannot occur. |
| T | F | 16. Fire needs an atmosphere of 21% oxygen—the same as the air we breath—to sustain ignition. |
| T | F | 17. Class A fires are fueled by ordinary combustible or fibrous material, such as wood, paper, cloth and some plastics. |
| T | F | 18. Class B fires include flammable or combustible liquids, greases and gases, such as gasoline, paint and propane. |
| T | F | 19. Class C fires include electrical equipment such as motors and heaters that are not connected to a power source. |
| T | F | 20. Combustible metals (Class D) are difficult to extinguish, because once ignited, they give off sufficient oxygen to support combustion. |
| T | F | 21. Class D fires can be extinguished with water. |
| T | F | 22. Keeping the work area free of litter is one way to help prevent Class A fires. |
| T | F | 23. Gasoline-powered equipment can be refueled while hot if refueling is done in a well-ventilated area. |
| T | F | 24. Heat from an uncovered light bulb can easily ignite ordinary combustibles. |
| T | F | 25. A spark from a rough-running motor can ignite the oil and dust in it. |
| T | F | 26. You may use a higher amp-fuse than is specified for an electrical circuit if you first tag the fuse box to mark the change. |
| T | F | 27. Unusual odours from electrical equipment can be the first sign of a potential fire. |
| T | F | 28. If the fire you are fighting begins to spread, leave the area and call for help. |
| T | F | 29. Use water extinguishers on energized electrical equipment. |
| T | F | 30. An Emergency Action Plan should designate people to evacuate all people with disabilities in the building. |

- T F 31. Fire drills are necessary to test the Emergency Action Plan.
- T F 32. The last person to evacuate a room should lock the door to prevent vandalism or theft of equipment.
- T F 33. Elevators may be used to evacuate a building as long as they remain operable.
- T F 34. The power needed to turn on a light bulb is more than enough to kill a person.

Theory Test

Multiple Choice

1. B
2. B
3. B
4. C
5. B
6. B
7. A
8. D
9. B
10. B

True or False

- | | | |
|----------|-----------|-----------|
| 1. True | 13. True | 25. True |
| 2. False | 14. True | 26. False |
| 3. True | 15. True | 27. True |
| 4. True | 16. False | 28. True |
| 5. False | 17. True | 29. False |
| 6. True | 18. True | 30. True |
| 7. True | 19. False | 31. True |
| 8. True | 20. True | 32. False |
| 9. True | 21. False | 33. False |
| 10. True | 22. True | 34. True |
| 11. True | 23. False | |
| 12. True | 24. True | |

Competency	Rating Scale				
	4	3	2	1	0
1. Check gauge on extinguisher.					
2. Remove pin.					
3. Stand off an appropriate distance from fire.					
4. Activate extinguisher.					
5. Use sweeping motion at base of fire until fire is extinguished.					
6. Back away from site of fire.					
Optional Refill extinguisher.					

Rating Scale

Indicate the level of competency for each task by checking the appropriate box.

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- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

To qualify for credentialling, the student must attain a minimum rating of 2 in each competency.

Competency	Rating Scale				
	4	3	2	1	0
1. Define "loss control".					
2. For a selected work site:					
a. obtain and analyze accident and incident records for previous year					
b. describe causes of accidents/incidents analyzed					
c. specify types of safety standards employed in this workplace					
d. describe practices implemented to help prevent reoccurrence of incidents.					
3. Prepare and present a report of loss control measures used in this workplace.					

Rating Scale

Indicate the level of competency for each task by checking the appropriate box.

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To qualify for credentialling, the student must attain a minimum rating of 3 in each competency.

Loss Control Rating Scale

1. Loss control are measures taken to prevent, reduce or eliminate unplanned events and wastage of resources.
2.
 - a. The student should attempt to obtain data from their selected workplace. If access to this data is not possible, the teacher should provide the student with alternative data.
 - b. Statements of causation should include references to:
 - direct causes; e.g., struck by an object, fell from a height
 - root causes; e.g., lack of training, inadequate equipment
 - systemic causes (lack of controls); e.g., management practices, failure to develop and/or implement safety policy.
 - c. Examples of safety standards include:
 - Canadian Standards Association (CSA)
 - Underwriters Laboratories (UL)
 - National Fire Protection Association (NFPA)
 - Alberta Recommended Practices (ARP)
 - General Safety Regulations (GSR).
 - d. The student should discuss the range of corrective actions taken by persons in the workplace to prevent the recurrence of specified incidents; e.g.,
 - improved training
 - installation of guarding
 - safe-work procedures
 - use of PPE
 - material substitutions
 - ergonomic controls.
3. Report Presentation
 - a. Organization
 - b. Creativity/impact
 - c. Key issues addressed:
 - fire prevention
 - security systems
 - employee training systems
 - management commitment
 - material controls.

Elements of Effective Safety Investigation

Competency	Rating Scale				
	4	3	2	1	0
1. Responds to the emergency promptly and positively. a. Takes control at the scene b. Ensures first aid and calls for emergency services c. Controls potential secondary accidents d. Identifies sources of evidence at the scene e. Preserves evidence from alteration or removal f. Investigates to determine loss potential.					
2. Collects pertinent information. a. Gets "the big picture" first b. Interviews witnesses separately c. Interviews on-site whenever feasible d. Puts the person at ease e. Gets the individual's version f. Asks questions at the right time g. Gives the witness feedback of understanding h. Records (in writing) critical information quickly i. Uses visual aids j. Uses re-enactment sparingly and carefully k. Ends on a positive note l. Keeps the communication line open.					
3. Analyzes and evaluates all significant causes. a. Uses the cause and effect (domino) sequence b. Makes a causal factor outline c. Covers immediate causes or symptoms (substandard acts and conditions) d. Covers basic or underlying causes (personal factors and job factors) e. Determines the critical causes f. Covers deficiencies in the management system (inadequate program, inadequate standards, inadequate compliance with standards).					
4. Develops and takes remedial actions. a. Considers alternative controls b. Lowers the likelihood of occurrence c. Reduces the potential severity of loss d. Takes temporary actions immediately e. Takes permanent actions as soon as possible f. Documents with written report.					

Competency	Rating Scale				
	4	3	2	1	0
5. Reviews findings and recommendations. a. Has every report reviewed by the next higher level manager b. Assesses the quality of the reports and coaches for improvement.					
6. Follow through. a. Conducts investigation review meetings b. Monitors implementation of remedial/preventative actions c. Analyzes data for trends d. Profits from prompt and positive changes based on reviews, analysis and experience.					

Rating Scale

Indicate the level of competency for each task by checking the appropriate box.

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To qualify for credentialling, the student must attain a minimum rating of 3 in each competency.

SAFETY PROGRAM

CTR321-3

The student's safety program should contain a variety of elements including, at least, the following eight.

Competency	Rating Scale				
	4	3	2	1	0
1. Organizational policy and commitment clearly stated in written form.					
2. Process for identifying and recording hazards clearly established.					
3. Process for controlling hazards specified.					
4. Procedure for ongoing safety inspections established.					
5. Procedure for worker: a. Competency assessment criteria established b. Upgrading/training established.					
6. Emergency response procedure clearly specified.					
7. Policy and procedures for accident/incident investigation clearly specified.					
8. Roles and responsibilities for workplace health and safety program administrators clearly indicated.					

Rating Scale

Indicate the level of competency for each task by checking the appropriate box.

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals.
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To qualify for credentialling, the student must attain a minimum rating of 3 in each competency.

Safety Program Rating Scale

1. Organizational policy and commitment must be:
 - a. written in any of the following forms:
 - mission statement
 - policy statements
 - b. supported and signed by senior executives.
2. The process for identifying and recording of hazards should:
 - a. be in writing
 - b. specify actions when equipment or operational procedures change
 - c. rank hazards as high, medium, low.
3. Indicate procedure for controlling hazards based upon their rank; e.g., safe work procedures.
4. Specify:
 - a. when safety inspections must be performed
 - b. who performs safety inspections
 - c. how safety inspections are to be conducted
 - d. where safety inspections must/should be conducted
 - e. what to look for when performing a safety inspection.
5. For the selected workplace, specify in writing:
 - a. expected worker competencies for critical tasks
 - b. upgrading, training, inservices expected and provided; e.g., maintain records of safety training provided.
6. For the selected workplace, specify in writing required responses to anticipated emergencies; e.g.,
 - fire
 - explosion
 - chemical leaks
 - cave-ins
 - worker injury.
7. For the selected workplace, specify in writing policy and procedures for:
 - types of incidents that must be investigated
 - who is to perform each type of investigation
 - who reviews reports
 - who recommends corrective action
 - documentation to be used when recording investigation information.
8. For the selected workplace, specify in writing who is responsible for the administration of the health and safety program; e.g., safety coordinator, human resource officer, occupational health and safety coordinator, industrial hygienist.

CAREER TRANSITIONS

SECTION H: LINKAGES/TRANSITIONS

(INTERIM)

TABLE OF CONTENTS

This section of the GSI has been designed to provide an overview of linkages and transitions of CTS modules with a number of organizations. The charts and information presented in this section will assist CTS students and teachers in understanding the potential application of CTS modules as students move into the workplace.

LINKAGES

With Other CTS Strands	H.1
With Other Secondary Programs	H.1

TRANSITIONS.....	H.1
To the Workplace.....	H.1

CREDENTIALLING	H.1
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Charts:

Career Transitions: Connections with Other CTS Strands	H.2
Career Transitions in Junior High.....	H.3
Career Transitions in Senior High	H.3
Career Transitions: Connections Across the Curriculum	H.5
Credentialling Opportunities in Career Transitions.....	H.6

LINKAGES/TRANSITIONS

LINKAGES

With Other CTS Strands

The Career Transitions strand provides career-readiness project, practicum, safety and leadership modules that may be combined with modules in other CTS strand to increase opportunity for students to develop expertise and refine their competencies. For example, a plant production or landscape venture from the Agriculture strand may require more than the 25, 50 or 75 hours available through modules by that name. In these cases, project and/or practicum modules from the Career Transitions strand can be accessed so as to provide sufficient time for completion of learning and the task.

Career Transitions modules can be linked to modules in all other CTS strands. **Career Readiness** modules support other modules that involve students in any form of off-campus learning activities.

Career Extensions modules may be used to extend and enhance learning initiated in a module(s) from another CTS strand.

Career Credentialling modules may be used to provide opportunities for students to qualify for external credentials.

Leadership and Safety modules may be used to enhance life skills and employability in conjunction with modules from all other CTS strands.

A chart showing connections to other CTS strands is provided on page H.2.

Linkages of Career Transitions modules with other CTS strands are provided in this section (see "Career Transitions in Junior High", page H.3 and "Career Transitions in Senior High", page H.4).

With Other Secondary Programs

The Career Transitions may be linked with other core and complementary subject areas across the curriculum. These modules provide

opportunities for students to extend and apply related knowledge and skills in practical ways. Potential linkages of Career Transitions with other core and complementary subject areas across the curriculum are identified in this section (see "Career Transitions: Connections Across the Curriculum", page H.5).

TRANSITIONS

To The Workplace

Introductory, intermediate and advanced modules are designed to develop knowledge, skills and attitudes that facilitate transitions to occupations in Alberta's workplaces. Some career sectors welcome individuals who have basic skills and other skills addressed in the Career Transitions strand; e.g., Safety and Leadership, and are prepared to learn through further training from the employer.

There are currently no direct linkages between the Career Transitions modules and post-secondary programs.

CREDENTIALLING

Students may earn partial or complete credentials recognized in the workplace and/or post-secondary institutions by demonstrating specified competencies within the CTS curriculum. Career Transitions Modules can provide opportunities for students to develop competencies that link with a variety of external courses and credentials, including:

- First Aid certificate courses
- Job Safety Skills modules.

Teachers may wish to explore opportunities for linking modules in Career Transitions with these and/or other credentialling programs. Further information regarding credentialling in Career Transitions is provided in this section (see "Credentialling Opportunities in Career Transitions", page H.6).

LINKAGES - Career Transitions: Connections with Other CTS Strands

Career Transitions Modules	Other CTS Strands																				
	Agriculture	Communication Technology	Community Health	Construction Technologies	Cosmetology Studies	Design Studies	Energy and Mines	Electro Technologies	Enterprise and Innovation	Fashion Studies	Financial Management	Foods	Fabrication Studies	Forestry	Information Processing	Legal Studies	Logistics	Management and Marketing	Mechanics	Tourism Studies	Wildlife
Theme: Career Readiness																					
CTR101: Job Preparation																					
CTR201: Job Maintenance																					
CTR301: Preparing for Change																					
Theme: Career Extensions																					
CTR111: Project 1A																					
CTR112: Project 1B																					
CTR211: Project 2A																					
CTR212: Project 2B																					
CTR213: Project 2C																					
CTR214: Project 2D																					
CTR215: Project 2E																					
CTR311: Project 3A																					
CTR312: Project 3B																					
CTR313: Project 3C																					
CTR314: Project 3D																					
CTR315: Project 3E																					
Theme: Career Credentials																					
CTR304: Practicum 3A																					
CTR305: Practicum 3B																					
CTR306: Practicum 3C																					
CTR307: Practicum 3D																					
CTR308: Practicum 3E																					
Theme: Leadership																					
CTR102: Leading by Example																					
CTR202: Taking the Lead																					
CTR203: Governance & Leadership																					
CTR302: Organizational Leadership																					
CTR303: Leading for Change																					
Theme: Job Safety Skills																					
CTR121: Personal Safety Management																					
CTR221: Workplace Safety Practices																					
CTR321: Safety Management Systems																					

Provides many direct links with content in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations.

Provides some links with competencies developed in this strand, usually through the application of related technologies and/or processes.

LINKAGES - *Career Transitions in Junior High*

<u>Course Emphasis</u>	<u>Career Transitions Modules</u>	<u>Cosmetology Modules</u>	<u>Community Health Modules</u>
Leadership (3 modules)	Leading by Example	Personal Images	
	Taking the Lead		
Integrated (4 modules)	Job Preparation	Personal Images	
	Leading by Example		
	Personal Safety Management		
Integrated (5 modules)	Leading by Example	Personal Images	Caring for Children
	Taking the Lead		
	Personal Safety Management		

LINKAGES – Career Transitions in Senior High

Area of Course Emphasis	Career Transitions Modules	Work Experience	RAP	Other CTS Strands
Career Readiness (variable credits)	Job Readiness Job Maintenance	15, 25 or 35 (Available for 3 to 10 credits each course)	15 25a 25b 25c 25d 35a 35b 35c 35d	All
Career Extensions (Projects) (variable credits)	Project 1A Project 1B Project 2A Project 2B Project 2C Project 3A Project 3B Project 3C Project 3D Project 3E	No	No	All
Career Credentials (Practicum) (variable credits)	Practicum A Practicum B Practicum C Practicum D Practicum E	No	No	All
Job Safety Skills (variable credits)	Personal Safety Management Workplace Safety Management Safety Management Systems	15, 25 or 35 (Available for 3 to 10 credits each course)	15 25a 25b 25c 35a 35b 35c 35d	All
Leadership (variable credits)	Leading by Example Taking the Lead Organizational Leadership Governance and Leadership Leading for Change	15, 25 or 35 (Available for 3 to 10 credits each course)	15 25a 25b 25c 35a 35b 35c 35d	All

LINKAGES - Career Transitions: Connections Across the Curriculum

Career Transitions Modules	Across the Curriculum															
	Junior High						Senior High									
	Language Arts	Social Studies	Mathematics	Science	Health & PLS	Physical Education	English	Social Studies	Mathematics	Science (General)	Biology	Chemistry	Physics	CALM	Physical Education	Fine Arts
Theme: Career Readiness																
CTR101: Job Preparation																
CTR201: Job Maintenance																
CTR301: Preparing for Change																
Theme: Career Extensions																
CTR111: Project 1A																
CTR112: Project 1B																
CTR211: Project 2A																
CTR212: Project 2B																
CTR213: Project 2C																
CTR214: Project 2D																
CTR215: Project 2E																
CTR311: Project 3A																
CTR312: Project 3B																
CTR313: Project 3C																
CTR314: Project 3D																
CTR315: Project 3E																
Theme: Career Credentials																
CTR304: Practicum 3A																
CTR305: Practicum 3B																
CTR306: Practicum 3C																
CTR307: Practicum 3D																
CTR308: Practicum 3E																
Theme: Leadership																
CTR102: Leading by Example																
CTR202: Taking the Lead																
CTR203: Governance & Leadership																
CTR302: Organizational Leadership																
CTR303: Leading for Change																
Theme: Job Safety Skills																
CTR121: Personal Safety Management																
CTR221: Workplace Safety Practices																
CTR321: Safety Management Svstems																

Provides many direct links with course content. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical contexts.



Provides some links with course content, usually through the application of related technologies and/or processes.



CREDENTIALLING – *Credentialling Opportunities in Career Transitions*

Certificate	Agency	Other Strands	Modules	Instructor Qualifications	Comments
Job Safety Skills	Job Safety Skills Society		Personal Safety Management (CTR121) Workplace Safety Practices (CTR221) Safety Management Systems (CTR321)	Variable (e.g., First Aid, WHMIS)	Key contact for more information: Job Safety Skills Society, phone (403) 423-6556 or (403) 423-8388
Emergency First Aid	St. John Ambulance Canadian Red Cross		Personal Safety Management (CTR121)	Certified First-Aid / CPR Instructor	See <i>Community Health</i>

CAREER TRANSITIONS

SECTION I: LEARNING RESOURCE GUIDE

(INTERIM)

TABLE OF CONTENTS

This section of the GSI has been designed to provide a list of resources that support student learning. Three different types of resources are identified:

- **Authorized:** Resources authorized by Alberta Education for CTS curriculum; these resources are categorized as basic, support, or teaching
- **Other:** Titles provided as a service to assist local jurisdictions to identify resources that contain potentially useful ideas for teachers. Alberta Education has done a preliminary review of these resources, but further review will be necessary for use in school jurisdictions
- **Additional:** A list of local and provincial sources of information available to teachers, including the community, government agencies, resource centres and organizations.

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INTRODUCTION

CTS AND THE RESOURCE-BASED CLASSROOM

Career and Technology Studies (CTS) encourages teachers to establish a resource-based classroom, where a variety of appropriate, up-to-date print and non-print resources are available. Learning resources identified for CTS strands include print, software, interactive videos, manipulatives, student learning guides and tutorials.

The resource-based classroom approach accommodates a variety of instructional strategies and teaching styles, and supports individual or small group planning. It provides students with opportunities to interact with a wide range of information sources in a variety of learning situations. Students in CTS are encouraged to take an active role in managing their own learning. Ready access to a strong resource base enables students to learn to screen and use information appropriately, to solve problems, to meet specific classroom and learning needs, and to develop competency in reading, writing, speaking, listening and viewing.

PURPOSE AND ORGANIZATION OF THIS DOCUMENT

The purpose of this document is to help teachers identify a variety of resources to meet their needs and those of the students taking the new Career Transitions curriculum. It is hoped that this practical guide to resources will help teachers develop a useful, accessible resource centre that will encourage students to become independent, creative thinkers.

This document is organized as follows:

- Authorized Resources:
 - basic learning resources
 - support learning resources
 - teaching resources
- Other Resources
- Additional Sources.

Some resources in the guide have been authorized for use in some or all of the CTS strands, e.g., the 11-video Career and Technology Studies series produced by ACCESS: The Education Station. Full information is provided in the appropriate section of this resource guide.

Each resource in the guide provides bibliographic information, an annotation where appropriate, and a correlation to the Career Transitions modules. The distributor code for each entry will facilitate ordering resources. It is recommended that teachers preview all resources before purchasing, or purchase one copy for their reference and additional copies as required.

Distributor Code	Resources		Levels/Mod. No.			1 = Introductory 2 = Intermediate 3 = Advanced Indicates module number
			1	2	3	
ATEC	Title	Author	101	201	301	
	Bibliographic Information					
	Annotation					

Distributor Code – see
Distributor Directory

HOW TO ORDER

Most authorized resources are available from the Learning Resources Distributing Centre (LRDC) at:

12360 – 142 Street
Edmonton, AB
T5L 4X9
Telephone: (403) 427-2767
Fax: (403) 422-9750

Please check LRDC for availability of videos.

The section on Additional Sources lists a variety of other places to find information related to this strand. In addition, at the back of this document is a Distributor Directory, which contains the name and address of each publisher/distributor referred to in the resource list. Note that in some cases a resource may be published by one company but distributed through another.

The information contained is as complete and accurate as possible.

RESOURCE POLICY

For further information on resource policy and definitions, refer to the *Student Learning Resources Policy* and *Teaching Resources Policy* or contact:

Learning Resources Unit
Curriculum Standards Branch
Alberta Education
5th Floor, Devonian Building, East Tower
11160 Jasper Avenue
Edmonton, AB
T5K 0L2
Telephone: (403) 422-4872
Fax: (403) 422-0576

AUTHORIZED RESOURCES

BASIC LEARNING RESOURCES

The following basic learning resources have been authorized by Alberta Education for use in the Career Transitions curriculum. A curriculum correlation appears in the right-hand column.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	<i>Expanding Your Horizons: A Career Guide.</i> Judi Misener and Susan Kearns. Toronto, ON: McGraw-Hill Ryerson Ltd., 1993. Both the text and teacher's resource provide an activity-based approach to career planning and development. Sixteen chapters are divided into four themes: Planning You Career; Developing Your Career Skills; Quality of Work; Exploring the Workplace. The key message presented is that students should learn not only how to look, they should learn about work. References to Canadian legislation and regulations governing health and safety in the workplace are included.	101	201	301
LRDC	<i>Success in the Workplace: A Student Guide.</i> Margaret Brand and Ann Olney Sparkes. Mississauga, ON: Copp Clark Longman Ltd., 1990. This resource provides a broad range of information about the workplace in general and the job search and job maintenance processes in particular. Twenty-five chapters are arranged under six themes: You and the World of Work; The Job Search; Success on the Job; Attitudes, Interpersonal Skills and Stress on the Job; Information for the Workplace; Creating Job Opportunities. The guide includes a useful chart that will enable students to compare job characteristics with their interests and abilities. Case studies, chapter summaries and activities are extensive. This resource may be best suited to students who enjoy reading and who appreciate detail.	101	201	301
LRDC	<i>Transitions: A Practical Guide to the Workplace.</i> Linda Winder, Sonja Stih and Jim O'Connor. Don Mills, ON: Maxwell Macmillan Canada, 1989. The 10 chapters that comprise the text are organized into four units: Work Today and Tomorrow; The World of Work; Living in the World of Work; The Changing World of Work. The text is easy to read and includes short case studies and numerous activities.	101	201	301

SUPPORT LEARNING RESOURCES

The following support learning resources are authorized by Alberta Education to assist in addressing some of the learner expectations of a module or components of modules.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	<i>Anger Management of the Job (Pathways Series)</i>. Nancy Hutchinson and John G. Freeman. Scarborough, ON: Nelson Canada, 1994. The Pathways program of career education is designed to enhance the employability of youth. It contains five modules, which can be used independently or together as a comprehensive program of career education. The modules are Knowing about Yourself, Knowing about Careers; Succeeding with the Resume and the Application; Succeeding with the Interview; Solving Problems on the Job; Anger Management on the Job.	101 111 112	201 to 215	301 to 315
LRDC	<i>Back Care in the Office</i>. International Telefilm Enterprises. This video focuses on the prevention of damage/injury to the back in office settings. Ergonomic features of office furniture and aids are shown and described. Content may be related to the home, school and workplace.	121	221	321
ACC	<i>Career and Technology Studies: Key Concepts</i>. Edmonton, AB: ACCESS: The Education Station. Series of videos and utilization guides relevant to all CTS strands. Series consists of <i>Anatomy of a Plan, Creativity, Electronic Communication, The Ethics Jungle, Go Figure, Innovation, Making Ethical Decisions, Portfolios, Professionalism, Project Planning, Responsibility & Technical Writing</i>.	all	all	all
LRDC	<i>Career Planner, The</i>. Edmonton, AB: Advanced Education and Career Development, 1993. Written in plain language at the Grade 6 level, this resource uses activities and exercises to guide individuals in their career plans. A step-by-step approach is used to help users to identify their skills, interests and values, what they would like to do, potential problems and suggestions on how to solve these problems. This resource may be suitable for students with limited language proficiency.	101	201	
LRDC	<i>Creative Decision Making: Using Positive Uncertainty</i>. H. B. Gelatt. Los Altos, CA. Crisp Publications Inc./Reid Publishing Ltd., 1991. Modules in the Career Extensions and Leadership themes can be supported by using this resource to encourage students to think creatively, take calculated risks and assess outcomes of their actions.	111 112 102 121	211 to 215 202 203	311 to 315 302 303

Support Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	<i>Effective Meeting Skills</i>. Marion E. Haynes. Los Altos, CA: Crisp Publications Inc./Reid Publishing Ltd., 1988. This resource supports the Leadership theme and will be of particular value to students engaged in student governance and activities relating to school councils.	102	202 203	302 303
LRDC	<i>Effective Teamwork (Business Skills Express Series)</i>. Michael D. Maginn. Business One/Irwin/Mirror Press/Macmillan Canada, 1994. This resource will support a variety of themes in Career Transitions, in particular the Leadership theme and the modules relating to student governance. Information, exercises, activities and answers are provided in a course workbook format.	102	202 203	302 303
ETS	<i>Equipped for Safety: Personal Protective Equipment</i>. Electrolab Training Systems, 1987. 9-minute video presents information and instructions on a wide variety of personal protective equipment (PPE) and their proper use. Recommended that students view and respond to key points in the video before their placement in a work site on which PPE may be required.	121	221	321
LRDC	<i>Employability Skills Portfolio: Creating My Future</i>. Calgary, AB: Calgary Educational Partnership Foundation, 1994. This resource is "made in Alberta" for use by Alberta students. The structure and content of the student document guides the student in how and what to include in a portfolio—a collection of the student's best work, interests and achievements.	all	all	all
LRDC	<i>Flammables, Combustibles and Explosives</i>. Marcom Group. Magic Lantern Communications Ltd., 1985. This video provides simple descriptions of products/chemicals not commonly viewed as chemical hazards. Information is provided on protection, labelling, first-aid and safe clean-up activities.	121	221	3321

Support Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	<i>Job Search Success System: Units 1, 2 and 3.</i> Etobicoke, ON. Core Career Strategies Inc. This resource package includes a series of six videocassettes and related instructor's manuals and workbook materials. Video titles are: - Getting Started - Looking at Options - Applications & Resumes - The Game Plan - Telephone Skills - Interviewing.	101	201	301
LRDC	<i>Job Seekers' Handbook.</i> Edmonton, AB: Alberta Career Development and Employment, 1992. This resource provides a step-by-step action guide to finding a satisfying job. It will assist students in assessing their skills, interests, needs and values, job targeting and finding an appropriate job. Practical advice is offered on how to research jobs, tap the hidden job market, market oneself and carry out job-seeking procedures including completing application forms, writing resumes and participating in interviews.	101	201	
LRDC	<i>Knowing About Yourself, Knowing About Careers (Pathways Series).</i> Nancy Hutchinson and John G. Freeman. Scarborough, ON: Nelson Canada, 1994. The Pathways program of career education is designed to enhance the employability of youth. It contains five modules, which can be used independently or together as a comprehensive program of career education. The modules are Knowing about Yourself, Knowing about Careers; Succeeding with the Resume and the Application; Succeeding with the Interview; Solving Problems on the Job; Anger Management on the Job.	101 111 112	201 to 215	301 to 315
LRDC	<i>Leadership for Safety Excellence.</i> (1st edition.) Edmonton, AB: Alberta Construction Safety Association, 1991. <i>Module 1: Supervisor's Role</i> <i>Module 2: Training</i> <i>Module 3: Inspections</i> <i>Module 4: Investigations</i> A comprehensive approach to safety practices, safety training, inspections and management.	121	221	321

Support Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	<i>Learning to Lead: An Action Plan for Success (Fifty-Minute Series)</i>. Pat Heim and Elwood N. Chapman. Menlo Park, CA: Crisp Publications Inc./Reid Publishing Ltd., 1990. This resource supports the Leadership theme in Career Transitions. Through the use of a workbook format, students are encouraged to assess their own leadership potential, develop a vision of leadership and decision-making strategies through case studies and analyses.	102	202 203	302 303
LRDC	<i>Management Appreciation: An Essential Handbook</i>. H. Harding. Pitman Publishing. Copp Clark Longman Ltd., 1987. This resource provides an orientation to the principles and practices of leadership.	102	202 203	302 307
LRDC	<i>Medicine Demystified: Burnout; Burns</i>. Multi-Images Inc. Le Groupe Multimédia du Canada, 1994. <i>Burns</i> address the many causes and affects of burns in the home and in the workplace. Treatment, techniques for major burns and strategies to prevent fire-related injuries are depicted. <i>Burnout</i>: What is "burnout"? How is it caused? Who does it most affect? This resource addresses a form of reaction to occupational stress. Teachers are encouraged to review this resource before using and to promote students' discussion on the topic of burnout and possible preventative strategies.			
LRDC	<i>Noise Induced Hearing Loss: No Second Chance (Video and Leader's Guide)</i>. ITS Corporation/Electrolab Training Systems, 1992. This resource is a video training program designed to give the viewer an increased awareness of what it is like to experience noise-reduced hearing loss. The program covers sound level monitoring, engineering controls, audiometric testing, as well as the care and use of hearing protective devices. This program will help meet the requirements set forth in the Occupational Safety & Health Administration's "Occupational Noise Exposure" and Labour Canada's "Levels of Sound" standard. However, this video program is only one part of a comprehensive training program on hearing conservation. This presentation should be supplemented by other training materials, group discussion, hands-on training on the use of hearing protective devices, and supervisory reinforcement to encourage employees to use protective devices when exposed to loud noise.	121	221	321
LRDC	<i>Occupational Health and Safety Act, The: A Worker's Guide</i>, 1993; <i>An Employer's Guide</i>, 1994. Edmonton, AB: Alberta Labour.	121	221	321

Support Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	<i>Parliamentary Procedure Made Simple: The Basics.</i> Robert McConnell Productions. Le Groupe Multimédia du Canada, 1994. An 80 minute video which outlines details of using parliamentary procedure using Robert's Rules of Order..	102	202 203	302 303
LRDC	<i>Project Management.</i> Marion E. Haynes. Los Altos, CA. Crisp Publications Inc./Reid Publishing Ltd., 1989. This workbook-style resource will support modules in the Career Extensions and Leadership themes of Career Transitions. The resource provides step-by-step strategies for defining a project through project completion and assessment.	102	202 203	302 303
LRDC	<i>Safe Work Series.</i> Edmonton, Alberta. Christie Communications. <i>An Introduction to Working Safely: Learner's CD ROM, 1994</i> <i>An Introduction to Working Safely: Learner's Guide, 1993</i> <i>Confined Spaces – The Worker's Role: Learner's Guide, 1993</i> <i>Health and Safety Committees: Learner's Guide, 1993</i> <i>Incident Investigation: Learner's Guide, 1993</i> <i>Rescue in Confined Spaces: Learner's Guide, 1993</i> <i>Worker's View of Ergonomics, A: Learner's Guide, 1994</i> A comprehensive series of student and teaching resources designed to support safety in the workplace. Additional CDs are planned.	121	221	321
LRDC	<i>Safety Essentials.</i> The Marcom Group Ltd. Magic Lantern Communications Ltd. <i>Avoiding Slips, Trips and Falls:</i> The causes of slips, trips and falls are dramatized. Factors including gravity, friction, and momentum are examined. Understanding potential health effects of such mishaps reveals the importance of taking precautions. The role of safety shoes and proper ladder usage are demonstrated <i>Back Care & Safety:</i> Informs the viewers about the back and how it works. Demonstrations include common types of back injuries and their causes. The short and long-term effects of back injuries are discussed. Injury prevention techniques are shown. Back muscle strengthening exercises and proper lifting techniques are illustrated. <i>Eye Care & Safety:</i> Understanding how eyes work and the long term effects of eye injuries helps prevent accidents from happening. Frequent types and causes of eye injuries are covered. Eye care and safety practices are illustrated especially the importance of selecting and utilizing proper protective equipment <i>Hearing Conservation and Safety:</i> The workings of the ear, types of hearing problems, and causes of hearing damage are shown. The effects of hearing damage are discussed. Personal protective equipment and safe practices, including avoidance of noise whenever possible are illustrated. <i>Personal Protective Equipment:</i> The areas of the body most needing protection are highlighted. Available protective equipment is shown. The importance of matching the equipment to the hazard and properly utilizing the equipment is stressed.	121	221	321

Support Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	<i>Solving Problems on the Job (Pathways Series)</i>. Nancy Hutchinson and John G. Freeman. Scarborough, ON: Nelson Canada, 1994. The Pathways program of career education is designed to enhance the employability of youth. It contains five modules, which can be used independently or together as a comprehensive program of career education. The modules are Knowing about Yourself, Knowing about Careers; Succeeding with the Resume and the Application; Succeeding with the Interview; Solving Problems on the Job; Anger Management on the Job.	101	201	301
		102	202 203	302 303
LRDC	<i>Succeeding with the Interview (Pathways Series)</i>. Nancy Hutchinson and John G. Freeman. Scarborough, ON: Nelson Canada, 1994. The Pathways program of career education is designed to enhance the employability of youth. It contains five modules, which can be used independently or together as a comprehensive program of career education. The modules are Knowing about Yourself, Knowing about Careers; Succeeding with the Resume and the Application; Succeeding with the Interview; Solving Problems on the Job; Anger Management on the Job.	101	201	301

Support Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	<i>Superleadership: Leading Others to Lead Themselves.</i> Charles C. Manz and Henry P. Sims, Jr. New York, NY. Berkley, 1990. A key message in this resource is that the "most accomplished leaders are self-leaders." This resource provides a new model for leadership strategies that focus on self-leadership. This resource will support the Leadership modules in Career Transitions.	102	202 203	302 303
LRDC	<i>Taking the Lead</i> (video series). Intelcom. Magic Lantern Communications Ltd., 1993. <i>At the Helm: Styles and Leadership:</i> Although focusing on the US persons and situations, this resource describes, through first-hand presentations, different styles of leadership and leadership behaviour. <i>Running the Show: Influence, Power and Authority:</i> Distinguishes among power, influence and authority and portrays and describes examples of each on different corporate contexts. Both videos may be used to promote a range of discussion topics in the context of leadership. It is recommended that the two titles be used together to provide gender balance.	102	202 203	302 303
LRDC	<i>Team Building: An Exercise in Leadership.</i> (Revised Edition.) Robert B. Maddux. Menlo Park, CA. Crisp Publications Inc./Reid Publishing Inc., 1992. The workbook and case study-style of this resource provide a concise body of information and activities to support the Leadership modules in Career Transitions.	102	202 203	302 303
LRDC	<i>Transportation of Dangerous Goods (Training Course, Employer's Guide and Video).</i> Calgary, AB. Danatec Educational Services Ltd., 1994. Print and videocassette. This resource supports key concepts and skills relating to transportation of dangerous goods addressed in the job safety skills modules. The instructional package consists of a video, a text, "Training Course" and an Employer's Guide.	121	221	321
LRDC	<i>WHMIS Handbook.</i> Deborah L. Smith and Edward Pessah, Calgary, AB. Danatec Educational Services Ltd., 1993.	121	221	321
LRDC	<i>WHMIS "Self-Teach" Training Manual.</i> Dennis J. Perch, Vancouver, BC and Marilyn R. Bright, Calgary, AB. Danatec Educational Services Ltd., 1990.	121	221	321

Support Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	<i>WonderTech Work Skills Simulation.</i> Kathleen V. Cairns and J. Brian Woodward, Toronto, ON. Trifolium Books Inc., 1994. • <i>WonderTech Work Skills Simulation: Forms and Memos for Duplication</i> • <i>WonderTech Work Skills Simulation: Administration Department (Policies, Records and Reports; In-Baskets)</i> • <i>WonderTech Work Skills Simulation: Production Department (Policies, Records and Reports; In-Baskets)</i> • <i>WonderTech Work Skills Simulation: Materials Department (Policies, Records and Reports; In-Baskets).</i> • <i>WonderTech Work Skills Simulation: Sales and Marketing Department (Policies, Records and Reports; In-Baskets)</i> The simulation kit is designed to teach students: • about how organizations may be structured • the roles and responsibilities of departments and individuals in a corporation • participation, communication and leadership skills • a broad range of employability skills	all	all	all
LRDC	<i>Work Experience Planner, The.</i> (2nd edition.) William A. Stull and Robert H. Zedlitz. Cincinnati, OH: South-Western Publishing Co., 1990. The resource presents work experience programs as beneficial learning experiences. While written primarily for a U.S. audience, the resource provides a broad range of job-oriented activities that effectively combines theory with practice. The content is presented in workbook format as 30 activities organized within six themes.	101	201	301

TEACHING RESOURCES

The following teaching resources are authorized by Alberta Education to assist teachers in the instructional process.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	<i>Employability Skills Portfolio: Instructor's Guide</i> . Calgary Educational Partnership Foundation, 1994. See Support Learning Resources for annotation and module correlation.			
LRDC	<i>Everyday Career Development: Concepts and Practices: A Guidebook for Secondary School Educators (Participant Guide and Facilitator Guide)</i> . Dave E. Redekopp. Alberta Education/Special Education Branch, 1994. This resource has been developed by Alberta educators for teachers, counsellors and administrators. Its purpose is to provide a reference to Alberta educators interested in helping students link school programs and career opportunities after completing school.	101	201	301
LRDC	<i>Expanding Your Horizons: A Career Guide</i> . Judi Misener and Susan Kearns. Toronto, ON: McGraw-Hill Ryerson Ltd., 1994. Teacher's resource. See Basic Learning Resources for annotation and module correlation.			
LRDC	<i>How to Start a Leadership Class</i> . Linda Teague Rogers. Reston, VA. National Association of Secondary School Principals, 1991. This "how to" handbook will be of use to teachers intending to focus the Leadership modules in the context of student governance/school councils.	102	202 203	302 303
LRDC	<i>Leadership 2000: Preparing Students for Success and Leadership in the Workplace</i> . D. Schilling et al. Innerchoice Publishing, 1994. An extensive loose-leaf resource consisting of a Leader's Manual/Curriculum Guide and student materials. Selected readings and activities may be considered sensitive by some students. Teachers should review all readings and activity sheets to assess their suitability for their students and their community.	102	202 203	302 303
LRDC	<i>Pathways: Program Overview (Pathways Series)</i> . Nancy Hutchinson and John G. Freeman. Scarborough, ON: Nelson Canada, 1994. See Support Learning Resources for annotation and module correlation.			

Teaching Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	<i>Safe Work Series.</i> Edmonton, Alberta. Christie Communications. <i>An Introduction to Working Safely: Learner's Guide, 1993</i> <i>Confined Spaces – The Worker's Role: Learner's Guide, 1993</i> <i>Health and Safety Committees: Learner's Guide, 1994</i> <i>Incident Investigation: Learner's Guide, 1993</i> <i>Rescue in Confined Spaces: Learner's Guide, 1993</i> <i>Worker's View of Ergonomics, A: Learner's Guide, 1994</i> See Support Learning Resources for annotation and module correlation.			
LRDC	<i>Success in the Workplace: A Student Guide.</i> L. Bulmer. Mississauga, ON: Copp Clark Longman Ltd., 1992. Teacher's manual. See Basic Learning Resources for annotation and module correlation.			
LRDC	<i>Transitions: A Practical Guide to the Workplace.</i> Linda Winder, Sonja Stih and Jim O'Connor. Don Mills, ON: Maxwell Macmillan Canada, 1992. Teacher's Resource Book. See Basic Learning Resources for annotation and module correlation.			
LRDC	<i>WonderTech Work Skills Simulation (Facilitator's Manual).</i> Kathleen V. Cairns and J. Brian Woodward, Toronto, ON. Trifolium Books Inc., 1994. The simulation kit is designed to teach students: • about how organizations may be structured • the roles and responsibilities of departments and individuals in a corporation • participation, communication and leadership skills • a broad range of employability skills.	all	all	all

CAREER TRANSITIONS RESOURCES

THEME CODE:

- A. Career Readiness
- B. Leadership
- C. Career Extensions
- D. Job Safety Skills

FORMAT CODE:

- p* – Print
v – Video
s – Software

STATUS CODE:

- B - Basic*
S - Support
T - Teaching
O - Other

LEVEL CODE:

- 1 – Introductory
2 – Intermediate
3 – Advanced

JR/SR HIGH CODE:

- J – Junior High
S – Senior High

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ADDITIONAL SOURCES

Available to Career Transitions teachers, both locally and provincially, are many sources of information that can be used to enhance Career and Technology Studies. These sources are available through the community, government agencies, resource centres and organizations. Some of these sources, e.g., government departments, undergo frequent name and/or telephone number changes. Please consult your telephone directory or an appropriate government directory.

The following is a partial list of sources in the community to consider:

TEACHER-LIBRARIANS

Planned and purposeful use of library resources helps students grow in their ability to gather, process and share information. Research activities require access to an adequate quantity and variety of appropriate, up-to-date print and non-print resources from the school library, other libraries, the community and additional sources. Some techniques to consider are:

- planning together
- establishing specific objectives
- integrating research skills into planning.

Cooperation between the teacher-librarian and the subject area teacher in the development of effectively planned resource-based research activities ensures that students are taught the research skills as well as the subject content.

Also see *Focus on Research: A Guide to Developing Student's Research Skills* referenced in the Alberta Education Sources section.

ALBERTA EDUCATION SOURCES

The following monographs are available for purchase from:

Learning Resources Distributing Centre
12360 - 142 Street
Edmonton, AB
T5L 4X9
Telephone: 427-2767
Fax: 422-9750

Please consult the "Support Documents" section or the "Legal, Service and Information Publications" section in the *Buyers Guide* for ordering information and costs.

Developmental Framework Documents

- *The Emerging Student: Relationships Among the Cognitive, Social and Physical Domains of Development*, 1991

This document looks at the whole child, or student, as a productive learner, integrating all the domains of development: cognitive, social and physical. It emphasizes the need for providing balanced curriculum and instruction.

- *Students' Interactions Developmental Framework: The Social Sphere*, 1988

This document focuses on the student as a social being. It looks at the student's affective or emotional growth and examines moral development. These three domains make up the social sphere.

- *Students' Physical Growth: Developmental Framework Physical Dimension*, 1988

This document examines children's normal physical growth in three areas: perceptual, structural and motor development. In none of these areas is the child's growth in a single continuous curve throughout the first two decades of life. Physical growth is characterized by periods of rapid growth and periods of slower growth. Consequently, differences and changes in growth patterns may affect the timing of certain learning processes.

- *Students' Thinking: Developmental Framework Cognitive Domain*, 1987

This document explores children's cognitive development from infancy to adolescence. The Piagetian stages of pre-operational, concrete operational and formal operational thinking are explained. Suggestions for improving the learning process are also presented.

Others

- *Focus on Research: A Guide to Developing Students' Research Skills*, 1990

This document outlines a resource-based research model that helps students manage information efficiently and effectively, and in this process, to gain skills that are transferable to all school and work situations. This model provides a developmental approach to teaching students how to do research.

- *Teaching Thinking: Enhancing Learning*, 1990

Principles and guidelines for cultivating thinking, ECS to Grade 12, have been developed in this resource. It offers a definition of thinking, describes nine basic principles on which the suggested practices are based, and discusses possible procedures for implementation in schools and classrooms.

OTHER GOVERNMENT SOURCES

ACCESS: The Education Station

ACCESS: The Education Station offers a variety of resource and services to teachers. For a nominal dubbing and tape fee, teachers may have ACCESS: The Education Station audio and video library tapes copied.

ACCESS: The Education Station publishes a listing of audio and video cassettes as well as a comprehensive programming schedule.

Of particular interest are the Career and Technology Studies videos that are available with teacher utilization guides. The guides outline key points in each video and suggest questions for discussion, classroom projects and other activities. Video topics are listed in the Support Learning Resources section of this Guide. The videos and accompanying support material can be obtained from:

ACCESS: The Education Station
3720 – 76 Avenue
Edmonton, AB
T5B 2N6
Telephone: 440-7777 (in Edmonton)
1-800-352-8293
(outside Edmonton)

Alberta Apprenticeship Program

For more information, contact the Alberta Advanced Education and Career Development office nearest you or call the Alberta Career Information Hotline. 1-800-661-3753 (toll-free)
Edmonton: 422-4266

Alberta Health

Environmental Health Services
10030 – 107 Street
Edmonton, AB
T5J 3E4
Telephone: 427-2643

Alberta Health will issue a Certificate of Achievement in Food Sanitation and Hygiene to all successful applicants. The department also maintains a registry of certified food handlers.

Alberta Labour

9940 – 106 Street
Edmonton, AB
T5K 2N2
Telephone: 427-8848

Offices are also in Calgary, Camrose, Edson, Fort McMurray, Grande Prairie, Lethbridge, Medicine Hat, Red Deer and Vermilion.

Alberta Tourism Education Council (ATEC)

12th Floor, Sterling Place
9940 – 106 Street
Edmonton, AB
T5K 2N2
Telephone: 422-0781
Fax: 422-3069

Community Health & Nutrition

Family Health Services
5th Floor, Seventh Street Plaza
10030 – 107 Street
Edmonton, AB
T5J 3E4

Health Canada

Publications
Public Affairs, Head Office
Brooke Claxton Building
de la Colombine
Tunney's Pasture
Ottawa, ON
K1A 0K9

Health Protection Branch
840, 9700 Jasper Avenue
Edmonton, AB
T5J 4C3
Telephone: 495-2626
Fax: 495-2624

Or

282, 220 – 4 Avenue SE
Calgary, AB
T2G 4X3
Telephone: 292-4650
Fax: 292-4644

Industry and Science Canada
Consumer Affairs
10225 – 100 Avenue
Edmonton, AB
T5J 0A1
Telephone: 495-2485
Fax: 495-6451

Or

301, 510 – 12 Avenue SW
Calgary, AB
T2R 0H3
Telephone: 292-5604
Fax: 292-6175

National Film Board of Canada (NFB)

The NFB has numerous films and videotapes that may be suitable for Career Transitions. For a listing of NFB films and videotapes indexed by title, subject and director, or for rental or purchase of NFB films and videotapes, call 1-800-267-7710 (toll-free).

Educational Marketing Officers in Calgary and Edmonton are available, province wide, for workshops, conferences, professional development days and similar activities. For northern Alberta and the Northwest Territories, the Educational Marketing Officer can be reached at 495-3012 (fax, 495-6412). For southern Alberta, contact the Educational Marketing Officer at 292-5411 (fax, 292-5458).

ACCESS: The Education Station and some school boards have acquired duplication rights to some NFB videotapes. Please consult the relevant catalogues in your school or school district.

The Calgary Public Library has a selection of NFB films and videotapes that can be borrowed free of charge with a Calgary Public Library borrower's card. For further information, contact:

Calgary Public Library
Films and Recordings Department
616 Macleod Trail SE
Calgary, AB
T2G 2M2
Telephone: 260-2781

Resource Centres

Urban Resource Centres

Calgary Board of Education
Supervisor, Education Media
3610 – 9 Street SE
Calgary, AB
Telephone: 294-8540
Fax: 287-9739

Calgary Separate School Board
Supervisor, Instructional Materials
1000 – 5 Avenue SW
Calgary, AB
T2P 4T9
Telephone: 246-6663
Fax: 249-3054

County of Strathcona
Director, Learning Resource Service
2001 Sherwood Drive
Sherwood Park, AB
T8A 3W7

Edmonton Public School Board
Learning Resource Consultant
Centre for Education
One Kingsway Avenue
Edmonton, AB
T5H 4G9
Telephone: 429-8320
Fax: 429-8313

Lakeland School District No. 5460
Area Superintendent
Postal Bag 1001
6005 – 50 Avenue
Bonnyville, AB
T9N 2L4
Telephone: 826-3145
Fax: 826-4600

Medicine Hat School District No. 75

IMC Manager
601 – 1 Avenue SW
Medicine Hat, AB
T1A 4Y7
Telephone: 526-1323
Fax: 529-5339

Red Deer Public School Board
Coordinator of Instruction
4747 – 53 Street
Red Deer, AB
T4N 2E6
Telephone: 343-1405
Fax: 347-8190

St. Anthony's Teacher Centre
Supervisor, Curricular Resources
10425 – 84 Avenue
Edmonton, AB
T6E 2H3
Telephone: 439-7356
Fax: 433-0181

Regional Resource Centres

Zone 1

Zone 1 Regional Resource Centre
Film Supervisor
10020 – 101 Street
P.O. Box 6536
Peace River, AB
T8S 1S3
Telephone: 624-3187
Fax: 624-5941

Zones II and III

Central Alberta Media Services (CAMS)
Film Supervisor
182 Sioux Road
Sherwood Park, AB
T8A 3K5
Telephone: 464-5540
Fax: 467-5469

Zone IV

Alberta Central Regional Education Services
(ACRES)
Operations Manager
County of Lacombe
Parkland Regional Library Building
56 Avenue & 53 Street Corner
Box 3220
Lacombe, AB
T0C 1S0
Telephone: 782-5730
Fax: 782-5831

Zone V

South Central Alberta Resource Centre
(SCARC)
c/o County of Wheatland
435 B Hwy #1
Strathmore, AB
T1P 1J4
Telephone: 934-5028
Fax: 934-4889

Zone VI

Southern Alberta Learning Resource Centre
(SALRC)
Film Supervisor
Provincial Government Administration
Building
120, 909 Third Avenue N
Box 845
Lethbridge, AB
T1J 3Z8
Telephone: 320-7807
Fax: 320-7817

ASSOCIATIONS

Alberta Safety Council
201, 10526 Jasper Avenue
Edmonton, AB
T5J 1V7
Telephone: 428-7555
Fax: 428-7557

Canada Safety Council
1020 Thomas Spratt Place
Ottawa, ON
K1G 5L5
Telephone: (613) 739-1566
Fax: (613) 739-1535

DISTRIBUTOR DIRECTORY

The entries in the distributor directory are arranged alphabetically by code.

Code	Distributor/Address	Telephone/Fax
ACC	ACCESS: The Education Station 3720 – 76 Avenue Edmonton, AB T6B 2N9	(403) 440-7777 Fax: 440-8899 1-800-352-8293
ETS	Electrolab Training Systems 336 University Avenue Belleville, ON K8N 5A5	(613) 962-9577
LRDC	Learning Resources Distributing Centre 12360 – 142 Street Edmonton, AB T5L 4X9	(403) 427-2767 Fax: 422-9750

CAREER TRANSITIONS

SECTION J: SAMPLE STUDENT LEARNING GUIDES

(INTERIM, 1996)

TABLE OF CONTENTS

A student learning guide presents information and direction to help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher.

The student learning guides included in this section are organized as follows:

- Why take this module?
- What do you need to know before you start?
- What will you know and be able to do when you finish?
- When should your work be done?
- How will your mark for this module be determined?
- Which resources may you use?
- Activities/Worksheets

A student learning guide is not a self-contained learning package (e.g., Distance Learning Module), such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

SAMPLE STUDENT LEARNING GUIDES

Personal Safety Management (CTR121).....	J.1
Workplace Safety Practices (CTR221)	J.7
Safety Management Systems (CTR321)	J.11

CAREER TRANSITIONS

Personal Safety Management (CTR121)

TAKE THIS MODULE?

- It could save you and others from injury or death.
- You'll learn how to recognize and deal with hazards.
- You'll have the opportunity to earn an emergency first-aid certificate.
- It can help you get a job.

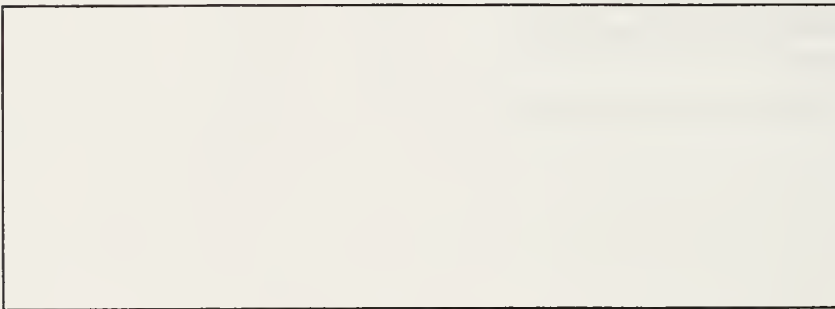
DO YOU NEED TO KNOW BEFORE YOU START?

- No previous experience is required for this module.
- Enthusiasm and a willingness to learn will ensure success.
- A positive approach toward safety.

WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

- Your rights and responsibilities and your employer's rights and responsibilities when it comes to safety.
- What to do if you are injured at work.
- Demonstrate a working knowledge of:
 - Occupational Health and Safety (OHS)
 - Personal Protective Equipment (PPE)
 - Burn Prevention
 - Workplace Hazardous Materials Information System (WHMIS)
 - Back Care
- Recognize hazards and how to protect yourself from them.

SHOULD YOUR WORK BE DONE?



CAREER TRANSITIONS

Personal Safety Management (CTR121)

WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate all of the competencies required for this module.	
When you have done this, your percentage mark will be determined as follows:	
Report	20 – 30%
First Aid Competency	15 – 25%
Safety Plan	25 – 30%
Safety Competencies	40 – 50%

RESOURCES MAY YOU USE?

- Occupational Health and Safety Act (OH&S)
- General Safety Regulations
- OH&S Pamphlets
- Workers Compensation Board Pamphlets (WCB)
- Workplace Hazard Material Information System (WHMIS) Handbook
- Back Care slides
- “WHMIS: Working for You” video
- “Health and Safety: Strike Out Injuries” video
- “So it Won’t Happen Again” video
- “Equipped for Safety” video
- “Noise Induced Hearing Loss – No Second Chance” video
- Personal Protective Equipment
- Back Care Owners Manual
- Emergency First Aid Manual
- “Office Safety: It’s a Jungle in There” video
- “Fire Power” video
- “Stop it Burning” video

CAREER TRANSITIONS

Personal Safety Management (CTR121)

1. Hazard Identification. Hazards are found in every aspect of a person's life. Identifying and controlling these hazards can result in a decrease in accidents and health.
 - 1.1 Watch the office safety video "Office Safety: It's a Jungle in There" and for a selected office observe hazards and report on solutions needed to make them safer.
 - 1.2 Interview an office worker knowledgeable about safety on office accidents; office hazards; need for control of hazards; common problems which result in accidents.

or

Create a list of hazards found in various workplaces (include physical, biological, chemical and attitudinal hazards.) Suggest hazard prevention strategies.
 - 1.3 Visit a local industry that has a safety program and job shadow a safety inspection. Report on the types of hazards inspected and assess the controls used.
 - 1.4 Select a special health hazard not usually found in a worksite and research the controls needed to reduce or eliminate the danger of exposure to this hazard.
 - 1.5 Recognize that habits are hard to break by selecting a personal habit (i.e., smoking, gum chewing) and for one week try to eliminate that particular habit.
 - 1.6 Select a physical hazard and prepare a one- to two-page report which explains the dangers and controls used to deal with this hazard; e.g., noise, radiation, temperature, pressure.

or

Research a newspaper or magazine and locate three articles that review/report on how harmful substances can enter the body. Explain what preventative measures could have been used to stop the harm from taking place.
2. Rights and Responsibilities. Everybody in the workplace has a duty to make it as safe as possible for themselves and others. This is not just an option, it is a legislated duty.
 - 2.1 Make a list of at least 10 questions you would ask a new employer about the worksite you are about to enter. Once complete, compare your questions to the questions outlined by OH&S.

or

Make up a plan which you could give to workers which explains what they should do if they think they have contracted work-related health problems. Your research may include interviews with WCB or OH&S personnel.
 - 2.2 From the PPE kit, select one of each of the following PPE types:
 - head gear
 - hand gear
 - body gear
 - foot gearWhere can each item of equipment be obtained? (Identify supplier, price and manufacturer.)
 - 2.3 Watch the video "WHMIS: Working to Protect Your Health" and complete the quiz.
 - 2.4 Make a poster of a WHMIS label, include an explanation.
 - 2.5 Visit a local industry that has a safety program and investigate the WHMIS controls in place. Report on your findings.

CAREER TRANSITIONS

Personal Safety Management (CTR121)

- 2.6 Identify the rights and responsibilities when it comes to safety of:
 - workers
 - employers
 - government agencies (i.e., WCB, OH&S).
- 2.7 Complete necessary documentation for:
 - employer report of accident
 - worker report of accident.
3. Back Care. The greatest percentage of workplace injuries involve the back. (Eighty per cent of all people will have a back problem in their life.)
 - 3.1 Watch the Back Care slides (with the explanation of each slide) and describe an act that contributes to back care and one that may injure your back.

or

Consult with a local back care expert (i.e., doctor, OH&S staff, WCB, chiropractor or physiotherapist) and report on your findings.
 - 3.2 Demonstrate the proper lifting dynamic and explain the difference between chronic and acute back disorders.
4. Burn Prevention. When a fire starts, you have seconds to act and the difference between life and death depends on how prepared you are.
 - 4.1 Watch the video "Fire Power" and complete the quiz.
 - 4.2 Create a fire escape plan for your home, classroom and/or workplace.
 - 4.3 Watch the video "Stop it Burning" and make a safety poster or slogan poster suitable for elementary grade level students.

or

Develop a fire safety checklist which could be used in a home.
5. Participate in a recognized emergency first-aid course including CPR, e.g., St. John Emergency First Aid.
6. For a selected work site, conduct an investigation of various hazards and develop a plan to safely address the hazards.
7. Keep a log of everything you did which was safety related for one day.
8. In consultation with your teacher, decide on an ongoing personal project, which you will continue throughout the safety module. Some ideas include:
 - a safety journal
 - an analysis of your safety habits
 - for a selected worksite, determine ways to make it safer
 - explore safety related careers
 - job shadow a safety specialist.

CAREER TRANSITIONS

Workplace Safety Practices (CTR221)

TAKE THIS MODULE?

- Learn how to assess and control hazards in a variety of places and situations.
- Get out alive from confined spaces.
- Become a safety advocate and practitioner.
- Discover why safety is an attitude.

DO YOU NEED TO KNOW BEFORE YOU START?

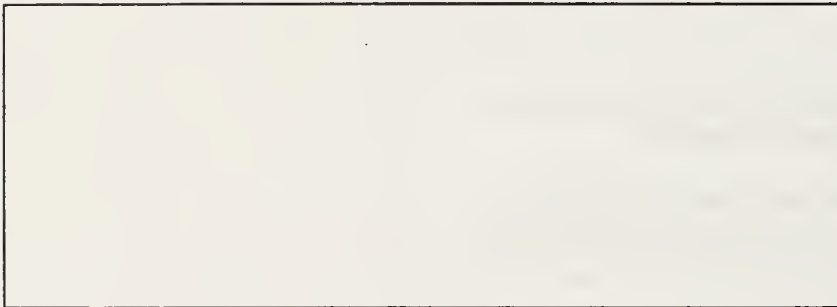
To work successfully in this module, you must already be able to:

- appreciate the importance of safety in daily life
- provide emergency first aid
- demonstrate basic health and safety practices, including burn prevention, back care and use of personal protective equipment.

**WILL YOU KNOW AND
BE ABLE TO DO
WHEN YOU FINISH?**

- Recognize hazard assessment and control principles and practices.
- Explain how accidents and incidents are caused.
- Assess the importance of ergonomics in workplace safety.
- Use portable fire extinguishers.

SHOULD YOUR WORK BE DONE?



CAREER TRANSITIONS

Workplace Safety Practices (CTR221)

WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate all of the competencies required for this module.	
When you have done this, your percentage mark will be determined as follows:	
• Written assignments	30 – 40%
• Practical demonstrations	40 – 60%
• Career portfolio	5 – 10%

RESOURCES MAY YOU USE?

- “It Only Takes a Second” video
- “Seconds Save Lives” video
- “Electrojuice” video
- Confined Spaces Entry” video
- Do it Right Stay Alive” video
- A Day in the Life of TDG” video

1. Hazards Assessment and Controls. A hazard is an identifiable element that can lead to loss or injury. Safety controls are actions designed to minimize or prevent the exposure to a hazard.
 - 1.1 Make an inspection of a selected workplace and report on:
 - hazards identified
 - controls observed/in place
 - recommend changes
 - explain how recommended changes will reduce risk.
2. Accidents and Incidents
 - 2.1 Distinguish between accidents and incidents and give examples of each.
 - 2.2 Discuss causes of different types of accidents and incidents in terms of:
 - personal factors
 - job factors
 - unsafe acts
 - unsafe conditions.

CAREER TRANSITIONS

Workplace Safety Practices (CTR221)

3. Ergonomics

- 3.1 Define "ergonomics".
- 3.2 Identify and describe ergonomically correct/incorrect conditions in your home, school and/or in a selected workplace.
- 3.3 Working in a group, complete an Anthropometric Chart and evaluate the range of each person's physical characteristics. Relate this data to ergonomics.

4. Farm Safety

- 4.1 View the video "It Only Takes a Second" or "Seconds Save Lives" and develop a written review of the video you watch or develop a true/false quiz containing a minimum of 15 questions based on the video.
- 4.2 Prepare an emergency farm phone procedure using the given guide.
- 4.3 Complete the student activity "What Would You Do If . . ."
- 4.4 Using the given scenarios, indicate the PPE required.

5. Fire Safety

- 5.1 Locate all fire extinguishers in your school or in a given area in your school. Identify each one as to type of extinguisher and indicate the kind of fire that each would be useful in fighting.
- 5.2 Develop a model indicating the four elements of fire. Be creative.
- 5.3 Give an example of a Class A, B, C and D fire.
- 5.4 Under the supervision of a teacher, demonstrate the proper use of a portable fire extinguisher to extinguish a preset fire (this should be done only under the supervision of an experienced fire fighter/trainer, e.g., local fire department) or watch a demonstration and make a step by step process guide.
- 5.5 Develop a workbook or video that could be used by elementary students for a safety unit entitled "Fire Prevention".

6. Electrical Safety

- 6.1 View video, "Electrojuice" and compile self-test.
- 6.2 Watch a demonstration of a local power company's "High Voltage Power Display". (This activity must be coordinated by your teacher.)
- 6.3 Using the daily newspaper or magazines, find and report on all accidents involving electricity. Create a file on electrical accidents (you may use past editions of newspapers).

7. Confined Spaces Entry

- 7.1 View videos "Confined Spaces Entry", "Do it Right Stay Alive" and complete worksheets.
- 7.2 Using one of the given scenarios, develop a confined entry plan. In this plan include:
 - pre-tests performed
 - potential hazards
 - all PPE needed
 - include an emergency escape plan(Use the article from OH&S magazine, January 1993, as a guide).

8. Transportation of Dangerous Goods (TDG)

- 8.1 View video "A Day in the Life of TDG" and discuss its message.
- 8.2 Interview of person directly involved in transportation and write a report on his or her overall views on TDG including:
 - need for TDG regulations
 - role of _____ in emergency response
 - need to have documentation readily available.

CAREER TRANSITIONS

Safety Management Systems (CTR321)

TAKE THIS MODULE?

Like any aspect of business, safety has to be managed. If you plan to ever become a supervisor, manager or an owner, this module will:

- introduce you to "Loss Control"
- provide you with basic skills to conduct effective accident/incident investigations
- enable you to develop a basic safety program
- further enhance your safety skills and open doors to career opportunities.

DO YOU NEED TO KNOW BEFORE YOU START?

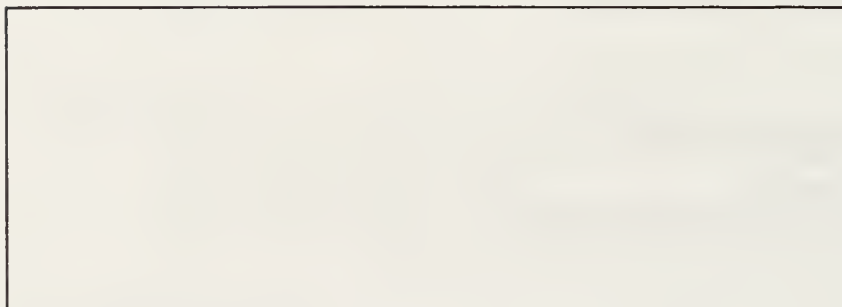
You need to have completed the prerequisite modules:

- CTR121: Personal Safety Management
- CTR221: Workplace Safety Practices
- Enthusiasm and a willingness to become actively involved.

**WILL YOU KNOW AND
BE ABLE TO DO
WHEN YOU FINISH?**

- Design a basic safety program.
- Understand how data is used as a safety management tool.
- Describe how “loss control” effects overall business operations.
- Recognize underlying causes of accidents/incidents and recommend preventive measures.

SHOULD YOUR WORK BE DONE?



CAREER TRANSITIONS

Safety Management Systems (CTR321)

WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate all of the competencies required for this module.	
When you have done this, your percentage mark will be determined as follows:	
Tests	15 – 20%
Safety Program	30 – 40%
Investigation and Recommendations	50 – 60%

RESOURCES MAY YOU USE?

- Occupational Health and Safety magazines
- Alberta Safety Council publications
- Canada Safety Council publications
- Industry-developed safety resources

CAREER TRANSIT**Safety Management Systems (CTR321)****1. Loss Control**

"Loss control" are measures taken to prevent, reduce or eliminate unplanned events and waste of resources.

1.1 Using the principle of accident prevention, prepare and present a visual report of loss control measures used in a selected business operation, e.g.:

- fire safety
- security systems
- employee training systems
- management commitment
- material controls.

1.2 Prepare a graphic to show the relationship between/among:

- direct and indirect causation
- safety, cost, productivity, quality.

2. Accidents and Incidents

2.1 Using accident and incident reports obtained from a minimum of two business operations (sample reports may be available from your teacher):

- identify statements of causation
- identify recommendations
- discuss the merits of the recommendations.

2.2 Investigate an accident or incident and prepare an accident/incident report, include:

- record of information (e.g., time, date, place, persons involved)
- description of event
- causation
- recommendations (give reasons for your recommendations).

3. Safety Programs

Various models of safety programs are in use, e.g.:

- International Loss Control Institute (ILCI)
- Alberta Construction Safety Association, "Safety Basics"
- Dupont "STOP Program"

Each model varies in its approach and has its strengths and limitations.

3.1 Using one safety program model, develop a safety program for a selected business operation. Present your safety program to the business operator/supervisor for reaction.

University of Alberta Library



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